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ABSTRACT

The suggestions for learning activities in career education at the intermediate level (Grades 4-5) are presented with the aim of establishing career awareness related to four occupational clusters: marketing and distribution, construction, communication and media, and hospitality-recreation. The activities are presented under the headings of four domains of career consciousness: self-knowledge and interpersonal skills, knowledge of work and leisure worlds, career planning knowledge and skills, and basic studies and occupational preparation. Activities, resources, and evaluations are presented according to the domain and objectives, showing relationships with academic subject areas for the fourth and fifth grades. A sample job interview, sample job application, a group of poems, suggested reading materials, and word find puzzles are appended as well as a list of related occupations, from the Dictionary of Occupational Titles, within the occupational clusters. (EC)

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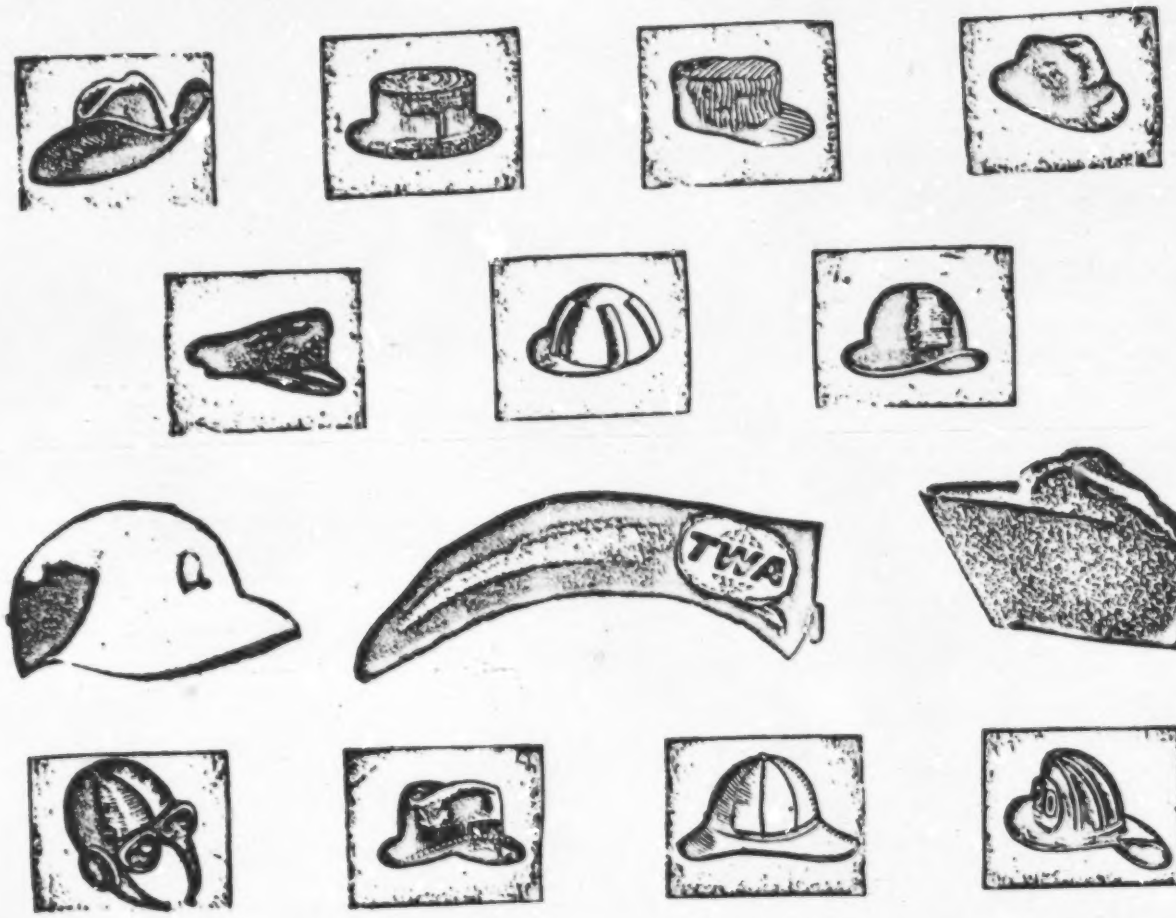
ACTIVITIES FOR EDUCATION



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ACTIVITY GUIDE

for

CAREER EDUCATION

FESTUS R-6 SCHOOLS, FESTUS, MISSOURI 63028

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These guides were developed with assistance and a grant from the Vocational Division of the Missouri State Department of Education.

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Appendix I

MARKETING AND DISTRIBUTION

A. Marketing Management
   1. Store Manager - 185.168
   2. Supervisor (Foreman, Superintendent) - 183.168
   3. Floor Manager
      a. Retail - 299.138
      b. Wholesale - 223.368
   4. Merchandising Manager - 185.168
   5. Wholesaler - 185.168
   6. Market Master - 188.168
   7. Sales Manager - 163.118
   8. Advertising Manager - 164.118
      a. Individual company
      b. Advertising agency
   9. Packaging Director - 920.132
   10. Training Supervisor - 166.228
      a. General
      b. Sales Education Director
   11. Research Director - 189.118
   12. Bureau of Standards Supervisor - 299.138
   13. Warehouse Manager - 929.138
   14. Stock Control Supervisor - 223.138
   15. Traffic Manager - 184.168
      a. Industrial
      b. Foreign
   16. Director of Services (Maintenance) - 189.168
   17. Export Sales Manager - 163.118
   18. World Trade Manager: Chamber of Commerce - 187.118

B. Marketing Research and Analysis
   1. Market Research Analyst - 050.088
   2. Marketing Research Worker (Assistant) - 050.088
   3. Interviewer or Survey Worker - 249.288
   4. Investigator - 205.368
   5. Statistician - 020.188
   6. Tabulator - 216.388
   7. Statistical Report Writer - 020.188
   8. Specialists
      a. Economist - 050.088
      b. Geographer - 029.088
      c. Home Economist
      d. Foreign Trade Consultans
      e. Scientist (Chemist, Physicist, etc.)
      f. Pshchologist and Sociologist - 054.088
      g. Systems Analyst - 012.168

C. Purchasing
   1. Buyer or Purchasing Agent - 162.158
   2. Assistant Buyer - 162.158
   3. Broker - 162.158
   4. Jobber - 185.168
   5. Importer
   6. Custom-House Broker - 185.118
   7. Foreign Clerk - 219.488
   8. Foreign-Language Stenographer - 202.368

D. Sales Promotion and Training
   1. Product Designer - 142.081
   2. Package Designer - 142.081
   3. Fashion Coordinator - 185.158
   4. Advertising Assistant - 164.068
   5. Account Executive - 164.168
   6. Product Manager
   7. Production Manager - 141.168
   8. Advertising Statistical Clerk - 216.388
   9. Display Man (Window Trimmer) - 298.081
   10. Billposter - 298.887
   11. Sign Writer or Painter - 970.381
   12. Catalog and Brochure Coordinator
   13. Commerical Artist, Layout Man, Photographer, Designer, Copywriter - See Fine Arts and Humanities
   14. Sample Worker - 223.884
   15. Sample Distributor - 299.887
   16. Demonstrator - 297.458
   17. Model - 297.868
   18. Promotion Character - 299.848
   19. Customer-Service Specialist - 299.368
   20. Shopper (Personal or Comperison) - 296.358
   21. Bridal Consultant - 299.353
   22. Public Relations Personnel - See Business and Office Occupations
   23. Home Service Representative - 278.258
   24. Training Representative - 166.228
   25. Recruiter - 165.268
   26. Teacher - 090.168

E. Selling
   1. Salesman (Store)
      a. Salesman Commodities - 260, 270 and 290 Series
      b. Salesman, Services - 250 Series
   2. Sales Engineer - 010.151
   3. Field Contact Man - 259.358
   4. Manufacturer's Representative - 289.158
   5. Wholesale Field Representative - 163.158
   6. Dealer
      a. Franchised Dealer
      b. Secondhand Dealer
   7. Auctioneer - 294.268
   8. Solicitor - 293.358
   9. Coin-Vending Machine Attendant - 292.483
   10. Stamp and Coupon Redemption Clerk - 290.478
   11. "Party Saleslady"
   12. Pawnbroker - 191.158
   13. Peddlers - 291.158 through 291.868
   14. Routeman - 292.358
   15. Sales Clerk - 290.478
   16. Exporter - 185.168

F. Physical Distribution
   1. Warehouseman (Stores Laborer) - 299.887
   2. Shipping or Receiving Clerk - 222.387
   3. Stock Boy - 223.387
   4. Material Handler - 929.887
   5. Packager
      a. Hand - 920.887
      b. Machine - 920.885

6. Marker - 209.588
7. Inspector - 299.687
8. Butcher - 316.884
9. Carpet Cutter, Layer, Measurer - See Construction
10. Drapery Estimator, Manager, Measurer, and Upholsterer - See Consumer and Homemaking Education
11. Warehouse Traffic Man - 922.137
12. Traffic Clerk - 222.588
13. Delivery Man - 919.883
14. Mail Order - 223.487
15. Cashier-Checker - 299.468
16. Import-Export Agent - 184.118

G. Related Business Services
See Business and Office

Appendix I

CONSTRUCTION

A. Wood Construction
1. Carpenter Foreman - 860.131
2. Coffer-dam-Construction foreman - 860.131
3. Form-Building Foreman - 860.131
4. Timbering Foreman - 860.131
5. Carpenter, Labor Foreman - 860.131
6. Carpenter, Construction - 860.381
7. Carpenter, Maintenance - 860.281
8. Carpenter, Hotel - 860.131
9. Carpenter, Mill - 860.131
10. Carpenter, House - 860.131
11. Carpenter, Mine - 860.131
12. Carpenter, Office Building - 860.131
13. Carpenter, Plant - 860.131
14. Carpenter, Refrigerator - 860.131
15. Carpenter, Finish - 860.131
16. Carpenter, Bridge - 860.381
17. Carpenter, Acoustical - 860.131
18. Carpenter, Building-Insulating - 860.131
19. Carpenter, Form Builder - 860.781
20. Carpenter, Form Setter - 860.781
21. Carpenter, Rough - 860.781
22. Carpenter, Packing - 920.884
23. Carpenter, Shorer - 860.884
24. Band Saw Operator - 667.885
25. Band-Scroll-Saw Operator - 667.782
26. Batterboard Setter - 851.884
27. Laborer, Carpentry - 860.887
28. Carpenter Helper, Hardwood Flooring - 860.781
29. Laborer, Pile Driving, Ground Work - 850.887

B. Metal Construction
1. Pipe Fitter I - 862.381
2. Pipe Fitter II - 862.381
3. Boilermaker I - 805.281
4. Boilermaker II - 805.281
5. Boilermaker III - 805.781
6. Plumber - 862.381
7. Structural-Steel Worker - 801.781
8. Rigger - 921.280
9. Riveter, Hydraulic - 800.782
10. Riveter, Pneumatics - 800.884
11. Reinforcing-Iron Worker - 801.884
12. Reinforcing-Steel Worker, Wire Mesh - 859.887
13. Sheet-Metal Worker - 804.281
14. Assembler Unit - 706.884
15. Duct Installer - 804.884
16. Ornamental Iron Worker - 809.381
17. Welder, Arc - 810.884
18. Welder, Atomic - 810.884
19. Welder-Gas Shielded - 810.884
20. Welder, Hand, Submerged Arc - 810.884
21. Welder, Gas - 811.884

22. Welder, Combination - 812.884
23. Welder, Fitter - 819.381
24. Brazer - 814.884
25. Automatic-Door Serviceman - 829.281
26. Millwright - 638.281

C. Masonry Construction
1. Bricklayer - 861.381
2. Bricklayer, Refractory Brick - 861.381
3. Bricklayer, Sewer - 861.381
4. Chimney Builder, Brick - 861.381
5. Silo Erector - 861.381
6. Marble Setter - 861.381
7. Monument Setter - 861.381
8. Permastone Mane - 861.781
9. Solft-Tile Setter - 861.781
10. Stonemason - 861.781
11. Terrazzo Worker - 861.781
12. Tile-Conduit Layer - 861.781
13. Tile Setter - 861.781
14. Tuck Pointer - 861.884
15. Hod Carrier - 869.887
16. Plasterer - 842.781
17. Cement Mason - 844.884
18. Stucco Mason - 842.381

D. Electrical Construction
1. Electrician - 824.281
2. Electrician, Cable Splicing - 829.381
3. Cable Puller - 829.884
4. Calibrator - 710.884
5. Central-Office Installer - 822.381
6. Conduit Man - 869.381
7. Construction Checker - 821.387
8. Diesel Plant Operator - 952.782
9. Electrician, Power House - 820.281
10. Electrician, Substation - 820.281
11. Equipment Installer - 829.381
12. Lineman - 821.381
13. Groundman - 821.887
14. Electric Distribution Checker - 824.281
15. Air-Conditioning Installer, Domestic - 827.884
16. Air-Conditinging Mechanic, Commercial - 637.2[illegible]

E. Finishing
1. [illegible]
2. Billboard Erector and Repairman - 860.781
3. Cupboard Builder - 703.884
4. Cabinetmaker - 660.280
5. Carpet Layer - 299.281
6. Floorlayer - 864.781
7. Glazier - 865.781
8. Glazier, Stained Glass - 779.381
9. Insulation Worker - 863.884
10. Insulation Installer - 863.884
11. Insulation Hoseman - 863.884
12. Metal Sprayer, Corrosion Prevention - 843.782

13. Painter - 840.781
14. Painter, Rough - 840.884
15. Painter, Structural Steel - 840.884
16. Paper Hanger - 841.781
17. Pipe Cleaning and Priming Machine Operator - 862.782

F. Equipment Operators

1. Core-Driller Foreman - 850.131
2. Core-Drill Operator - 930.782
3. Core-Drill - Operator Helper - 930.886
4. Labor-Gang Foreman - 850.137
5. Miller - 850.781
6. Horizontal-Earth-Boring Machine Operator - 850.782
7. Horizontal-Earth-Boring-Machine Operator Helper - 850.887
8. Shield Runner - 350.782
9. Bulldozer Operator - 850.883
10. Dredge Leverman - 850.883
11. Dredge Operator - 850.883
12. Lock Tender - 859.885
13. Lock Tender II - 850.883
14. Mucking-Machine Operator - 850.883
15. Power-Shovel Operator - 850.883
16. Rock-Drill Operator - 850.883
17. Scraper Operator - 850.883
18. Tower-Excavator Operator - 850.883
19. Trench-Digging-Machine Operator - 850.883
20. Bell Man - 850.884
21. Dredge-Dipper Tender - 850.884
22. Sewer-Bottom Man - 850.884
23. Crusher-Stone Grader - 850.887
24. Dredge Pipeman - 850.887
25. Laborer, Pile Driving, Ground Work - 850.687
26. Laborer, Road - 850.887
27. Sheet-Pile Hammer Operator - 850.887
28. Mixing-Place Foreman - 852.137
29. Concrete-Paver Operator - 852.883
30. Concrete-Paving-Machine Operator - 852.883
31. Mud-Jack Operator - 844.885
32. Asphalt-Paving Foreman - 853.133
33. Asphalt-Planer Operator - 853.782
34. Asphalt-Paving-Machine Operator - 853.883
35. Stationary Engineer - 950.782
36. Auxiliary-Equipment Operator - 952.782
37. Auxiliary-Equipment Tender - 579.885
38. Dragline Operator - 859.883
39. Blaster - 859.281
40. Blaster Helper - 859.887
41. Bull-Gang Man - 929.137
42. Construction-Equipment Mechanic - 820.281
43. Hoisting Engineer - 921.883
44. Holiday-Detector Operator - 862.687

G. Engineering and Support Occupations
   1. Architect - 001.081
   2. Civil Engineer - 005.081
   3. Construction Engineer - 005.081
   4. Construction Inspector - 182.287
   5. Building-Wrecking Foreman - 869.137
   6. Construction Estimator - 160.388
   7. Clearing Foreman - 869.133
   8. Draftsman, Civil - 005.281
      a. Draftsman, Commercial - 017.281
      b. Draftsman, Design - 003.281
      c. Draftsman, Electrical - 003.281
      d. Draftsman, Heating and Ventilating - 017.281
      e. Draftsman, Landscape - 019.281
      f. Draftsman, Map - 017.281
   9. Electrical Engineer - 003.081
      a. Electrical Engineer, Power - 003.087
   10. Illuminating Engineer - 003.081
   11. Safety Engineer - 012.081
   12. Surveyor - 018.188
   13. Welding, Engineer - 011.081

Appendix I

COMMUNICATIONS AND MEDIA

A. Journalism
   1. Reporters
      a. General Assignments - 132.268
      b. Foreign Correspondent - 132.268
      c. Feature Reporter - 132.268
      d. Rewrite Man - 132.268
      e. News Specialist, Syndicate - 132.268
   2. Copy and Proof Readers
      a. Copy Reader - 132.288
      b. Braille Proofreader - 209.688
      c. Proofreader - 209.688
   3. Columnists and Critics
      a. Columnist - 132.068
      b. Editorial Writer - 132.088
      c. Critic - 132.088
   4. Manuscript Analysts
      a. Book Critic - 132.288
      b. Reader, First - 132.288
   5. Specialized Personnel
      a. Crossword Puzzle Maker - 139.088
      b. Librarian - 207.388
      c. Translator, Braille - 209.588
   6. Editors
      a. Editor, Managing, Newspaper - 132.018
      b. Editor, Department - 132.038
      c. Editor, Trade or Technical Publications - 132.038
      d. Editor, Book - 132.068
      e. Editor, Magazine - 139.088
      f. Editor, Greeting Card - 139.088

B. Motion Pictures
   1. Producers and Directors
      a. Producer - 187.168
      b. Director - 159.168
      c. Director, Research - 052.168
      d. Director, Art - 149.031
      e. Director, Music - 152.048
      f. Director, Casting - 159.268
      g. Director, Cast - 166.168
      h. Director, Location - 191.168
   2. Writing Personnel
      a. Editor, Scenario - 131.038
      b. Scenario Writer - 131.088
      c. Continuity Writer - 131.088
      d. Gag Writer - 131.088
      e. Title Writer - 131.088
      f. Reader - 131.088
      g. Continuity Clerk - 209.388
      h. Script Clerk - 969.368

3. Special Artists
   a. Background and Title Artist - 141.081
   b. Cartoonist - 141.081
   c. Color Advisor - 141.081
   d. Inker and Opaquer - 970.381
   e. Painter, Animated Cartoons - 970.381
4. Camera, Lighting and Sound Personnel
   a. Camera Clerk - 223.387
   b. Cameraman, Animation - 143.382
   c. Cameraman, First and Second - 143.062
   d. Cameraman, Special Effects - 143.382
   e. Cameraman, Title - 143.382
   f. Dubbing Machine Operator - 962.885
   g. Electrician, Chief - 824.138
   h. Electrician, Studio - 824.884
   i. Machinist, Motion Picture Equipment - 714.281
   j. Microphone Boom Operator - 962.884
   k. Motion Picture Narrator - 150.148
   l. Motorman - 962.884
   m. Operator, Lights - 962.782
   n. Play Back Man - 194.782
   o. Recordist - 962.782
   p. Re-recording Mixer - 194.382
   q. Set Electrician, Chief - 962.131
   r. Sound Laboratory Engineer - 976.281
   s. Sound Cutter - 194.382
   t. Sound Mixer - 194.382
   u. Stage Man - 962.887
   v. Stand-By Grip - 962.887
   w. Stand-In - 961.868
   x. Transmission Man - 962.884
5. Film Processors, Editors, Librarians, Projectionists
   a. Bench Examiner - 714.884
   b. Chemical Mixer - 976.884
   c. Densitometer Reader - 926.387
   d. Developing Machine Operator - 976.885
   e. Editor, Film - 926.283
   f. Film Drying Machine operator - 976.885
   g. Film Inspector I - 969.687
   h. Film Inspector II - 962.885
   i. Film Laboratory Equipment Mechanic - 629.281
   j. Film Loader - 962.887
   k. Film Numberer - 652.885
   l. Film Printer - 976.782
   m. Film Splicer - 962.884
   n. Film Viewer - 969.688
   o. Foreign Title Breaker - 962.884
   p. Librarian - 223.387
   q. Motion Picture Projectionist - 960.382
   r. Negative Cutter - 976.884
   s. Photographic Sensitometrist - 976.381
   t. Replacement Girl - 976.588
   u. Screen Examiner - 960.382
   v. Sorter - 223.687

h. Superintendent, Station - 194.168
i. Testing and Regulating Chief - 184.168
j. Traffic Chief, Radio Communications - 184.168

5. Miscellanious Technicians and Managers
   a. Photoradio Operator - 193.382
   b. Radiotelegraph Operator - 193.282
   c. Radiotelephone Operator - 193.282
   d. Right of Way Supervisor - 191.118

6. Clerical and Sales Personnel
   a. Multiplex Machine Operator
   b. Central Office Operator - 235.862
   c. Information Operator - 235.862
   d. Morse Operator - 236.588
   e. Private Branch Exchange Service Adviser - 235.228
   f. Service Observice - 239.588
   g. Supervisor, Automatic Equipment - 239.588
   h. Switching Clerk - 235.589
   i. Telefax Clerk - 236.382
   j. Telegraph Messenger, I, II 230.868 - 230.368

7. Bench Worker, Electrical Equipment
   a. Assembler, equipment - 772.381
   b. Bench Hand - 705.884
   c. Instrument Shopman - 722.681

8. Electrical Assembling, Installing, Repairing Personnel
   a. Equipment Inspector - 822.281
   b. Line Inspector - 822.287
   c. Lineman - 822.381
   d. Mechanician, Submarine - 822.281
   e. Repairman, Foreman - 822.131
   f. Telephone Inspector - 822.381
   g. Test Deskman - 822.381
   h. Testing and Requisting Technician - 822.281
   i. Transmission Man - 822.381

9. Production and Distribution Personnel
   a. Assignment Clerk - 957.368
   b. Dispatcher - 957.168
   c. Facility Man - 959.367
   d. Pole Framer - 959.884
   e. Powerman - 952.782
   f. Tree Trimmer - 959.884

D. Recording Industry

1.
   a. Musician Instrumental - 152.048
   b. Singer - 152.048
   c. Composer - 152.088
   d. Lyricist - 130.088
   e. Arranger - 152.088
   f. Artist and Repertoire Man - 159.168
   g. Director, Music - 152.048

4. Engineer
   a. Maintenance Engineer - 950.782

w. Timer - 976.381
x. Transferrer, Number - 976.887
y. Vault Custodian - 223.138
z. Waxer - 590.885

6. Costume and Make-Up Personnel
   a. Costumer - 969.261
   b. Decoration Maker - 784.884
   c. Make-up Man - 333.271
   d. Shopper - 962.158
   e. Stand By - 345.878
   f. Supervisor, Costumes - 969.138
   g. Supervisor, Make-Up - 332.138
   h. Wardrobe Speciality Worker - 346.381
7. Scenery, Property and Special Effects Personnel
   a. Ager - 962.884
   b. Prop Maker - 969.281
   c. Draper - 962.781
   d. Greensman - 962.884
   e. Grip Boss - 962.137
   f. Outside Property Man - 962.158
   g. Painter, Stage Settings - 840.381
   h. Property Custodian - 223.387
   i. Prop Man - 962.887
   j. Property Master - 962.138
   k. Set Decorator - 142.061
   l. Special Effects Man - 926.211
   m. Stage Property Foreman - 962.138
   n. Supervisor, Scenic Arts - 149.031
   o. Miniature Set Constructor - 141.081
   p. Miniature Set Designer - 142.061
   q. Stage Set Designer - 142.081
   r. Scenic Artist - 144.081
   s. Sketcher

C. 1. Engineers
   a. Cable Lay-out Man - 017.281
   b. Outside Plant Engineer - 003.187
   c. Special Service Representative - 033.151
   d. Telegraph Engineer - 033.081
   e. Telephone Engineer - 003.081
   f. Transmission and Protection Engineer - 003.187
2. Translators, Radio Communications - 137.288
3. Administrators, Specialized
   a. Manager, Customer Service - 168.168
   b. Public Program Supervisor - 165.068
   c. Regulatory Administrator - 168.168
4. Managers and Supervisors
   a. Building Supplies and Motor Vehicle Supervisor - 186.163
   b. Manager, Telegraph Office - 184.168
   c. Manager, Traffic I - 184.168
   d. Manager, Traffic II - 184.168
   e. Operations Manager - 184.118
   f. Revenue Settlements Administrator - 184.118
   g. Superintendent, Communications - 184.118

E. Radio and Television Broadcasting

1. Broadcast Preparation Personnel
   a. Copyright Expert - 963.288
   b. Costumer - 969.261
   c. Director - 159.168
   d. Director, Music, International Broadcast - 152.048
   e. Director, Program I - 184.168
   f. Director, Public Service - 184.168
   g. Editor, Continuity and Script - 131.038
   h. Editor, News - 131.038
   i. Manager, Copyright - 169.168
   j. Manager, Sound Effects - 194.168
   k. Musical Program Director - 152.168
   l. Music Librarian - 100.388
   m. Producer I - 159.118
   n. Production Man - 963.168
   o. Property Handler - 962.887
   p. Screen Reporter - 143.062
   q. Script Assistant - 963.368
   r. Script Reader - 963.288
   s. Script Writer - 131.088
   t. Sound Effects Man - 194.281
   u. Special Events Man - 963.169
   v. Supervising Film Editor - 962.138
   w. Television Film Field Coordinator - 143.168
   x. Writer-Announcer, Bilingula, International Broadcast - 159.148
   y. Writer, News, International Broadcast - 131.068
   z. Director, Program II - 159.168

2. Broadcast Presentation Personnel
   a. Announcer - 159.148
   b. Audio Operator - 957.282
   c. Broadcast Checker - 249.688
   d. Cameraman - 143.062
   e. Continuity Writer - 131.088
   f. Control Room Man - 957.382
   g. Control Room Technician - 957.282
   h. Control Room Technician Supervisor - 957.138
   i. Control Supervisor - 193.168
   j. Director, Sports - 184.168
   k. Director, Technical - 963.168
   l. Gag Writer - 131.038
   m. Master Control Engineer - 957.282
   n. Light Technician - 962.381
   o. Microphone Operator - 961.782
   p. News Analyst, Broadcast - 131.068
   q. Recording Machine Operator - 194.782
   r. Sound Mixer - Consult motion pictures section
   s. Telecine Operator - 957.382
   t. Teleprompter Operator - 963.382
   u. Video Operator - 957.282
   v. Video Recording Engineer - 963.382

3. Transmission Personnel
   a. Commerical Engineer - 003.187
   b. Field Engineer - 193.282
   c. Field Supervisor - 193.168
   d. Power Plant Attendant - 952.782
   e. Program Transmission Supervisor - 957.388
   f. Radio Engineer - 003.187
   g. Rigger - 823.281
   h. Rigger Foreman - 823.138
   i. Television Cable Lineman - 822.381
   j. Engineer - 003.187
   k. Transmitter Operator - 057.282
4. Administration and Sales Personnel
   a. Director, Operations - 184.168
   b. Director, Operations, Broadcast - 184.168
   c. Manager, Station - 184.118
   d. Manager, Traffic - 184.168
   e. Salesman, Radio and Television time - 253.358
   f. Station Relations Contact Representative - 184.168
   g. Television Schedule Coordination - 199.388
5. Service Personnel
   a. Radio Repairman - 720.281
   b. Television Installation Man - 823.781
   c. Television Service and Repairman - 720.281

F. Satellite and Laser Transmission - occupations not yet established

Appendix I

HOSPITALITY AND RECREATION

A. Commercial and Non-Commercial Travel Bureaus
   1. Artist - 735.887
   2. Information Clerk (Travel Bureau) - 237.368
   3. Librarian (Travel Bureau or Agency) - 100 Series
   4. Lodging Facilities Attendant - 329.878
   5. Photographer - 143 Series
   6. Public Relations Man - 165.068
   7. Transportation Clerk - 242.368
   8. Travel-Accommodation Appraiser - 168.268
   9. Travel Counselor - 237.168
   10. Writer - 131 Series

B. Travel Agencies
   1. Information Clerk - 237 Series
   2. Librarian - 100 Series
   3. Publicity, Advertising and Clerical Staff - 165.068
   4. Ticket Clerk - 237 Series
   5. Travel Agency Clerk - 205 Series
   6. Travel Agent - 237 Series

C. Transportation - See Transportation Cluster
   1. Passenger Agents and Clerks
   2. Purser
   3. Stewardess (Airline)
   4. Steward (Deck)
   5. Tour Conductor
   6. Tour Director
   7. Tourist Recreation Director or Supervisor

D. Public, Industrial and Private Recreation (Commercial and Non-Commercial)
   1. Athlete Manager - 153.118
   2. Athletic Director - 153.118
   3. Athletic Equipment Custodian - 969.387
   4. Athletic Team Manager - 153.118
   5. Athletic Trainer - 153.228
   6. Professional Athlete - 153.348
   7. Umpire - 153.268
   8. Automobile Racer - 153.248
   9. Acrobat - 159.248
   10. Acrobatic Rigger - 964.884
   11. Aerialist - 159.248
   12. Artist and Repertoire Man - 159.168
   13. Circus Agent (Business Agent) - 101.118
   14. Circus Foreman - 964.138
   15. Circus Laborer - 960.887
   16. Circus Trainmaster - 910.138
   17. Clown - 159.048
   18. Comedian - 159.048
   19. Mermaid - 159.348
   20. Mime - 159.048

21. Ring Master - 159.368
22. Show Man
23. Stunt Man - 159.348
    a. Thrill Performer - 774.381
    b. Wire Walker - 159.345
    c. Fire Eater - 159.884
24. Astrologer - 159.848
25. Fortune Teller - 159.848
26. Graphologist - 159.848
27. Hypnotist - 159.048
28. Magician - 149.048
29. Mind Reader - 159.848
30. Physiognomist - 159.848
31. Ventriloquist - 159.048
32. Puppeteer - 159.048
33. Show Girl - 159.848
34 Song and Dance Man - 159.048
35. Strip-Tease Artist - 159.848
36. Water Entertainer - 159.848
37. Usher - 344 Series
    a. Head Usher - 344.138
    b. Ticket Taker - 344.868
    c. Lobby Man - 344.878
    d. Press-Box Custodian
38. Snake Charmer - 159.848
39. Baton Twirling Instructor - 159.228
40. Bowling Instructor - 153.228
41. Ice Skating Instructor - 153.228
42. Judo Instructor - 153.228
43. Physical Education Instructor - 153.228
44. Riding Instructor - 153.228
45. Swimming Instructor - 153.228
46. Ski Instructor - 153.228
47. Ski Patrolman - 379.868
48. Ski-Tow Operator - 341.865
49. Animal Keeper - 356.138
50. Marine Mammal Trainer - 159.228
51. Marine Mammal Handler - 159.328
52. Wild Animal Trainer - 159.228
53. Dog Trainer - 159.228
54. Horse Trainer - 153.228
55. Equestrian - 159.348
56. Horseman - 153 Series
57. Horse-Race Starter - 153.268
58. Horse-Race Timer - 153.388
59. Patrol Judge - 153.268
60. Racetrack Steward - 153.118
61. Jockey - 153.248
62. Jockey-Room Custodian - 346.868
63. Jockey Valet - 346.878
64. Sulkey Driver - 153.248
65. Clocker - 153.368
66. Horse Exerciser - 153.874

67. Skating Rink Iceman - 969.887
68. Play Leader
69. Specialists and Assistants
70. Supervisor of Special Activities
71. Recreation Superintendent
72. General Recreational Supervisor
73. Director of Recreation Centers
74. Camp Counselor - 159.228
75. Attendant at Golf Course, Tennis Court, Skating Rink and Related Facilities
    a. Caddie Master - 341.138
    b. Recreation-Facility Attendant - 341.368
    c. Ski-Tow Operator - 341.865
    d. Caddie - 341.878
    e. Golf Range Attendant - 341.887
76. Amusement Device and Concession Attendant - 342 Series
    a. Barker, Doorman, Footman, Ballyhoo Man, Carney, Contact Man Pitchman, Spieler - 342.858
    b. Concession Attendant, Shill, Shooting-Gallery Operator, Weight Guesser, Ride Operator - 342.863
    c. Fun House Operator - 342.865
    d. Boat-Dock Operator - 342.867
    e. Wharf Attendant, Boat-Tank Man, Cabana Boy - 342.887
    f. Ride Attendant - 342.878
77. Amusement and Recreation Service Occupations - 349 Series
    a. Pony Ride Operator - 349.228
    b. Receiving-Barn Custodian, Score-Board Operator - 349.685
    c. Ticket-Dispenser Man - 349.780
    d. Hostess - 349.368
    e. Bat Boy - 349.678
    f. Children's Matron, Drive in Theatre Attendant
78. Bowling Floor Deskman - 340.368
79. Racker - 340.878
80. Kennel Master - 349.368
81. Public Address Announcer - 159.148
82. Public Relations Man - 191.168
83. Booking Agent - 191.118
84. Master of Ceremonies - 159.148
85. Gambling Hall Attendant - 343 Series
    a. Cardroom Manager - 343.138
    b. Cardroom Supervisor, Card Player - 343.368
    c. Floorman - 343.468
    d. Twenty-Six Girl (Dice Girl) Cardroom Plastic Card Center - 343.687
    e. Booster - 343.858
    f. Boardman - 343.878
86. Guide
87. Hunting and Fishing Guide - 452.868
88. Huntsman - 187.168
89. Boat-Dock Operator - 342.867
90. Diver - 349.248
91. Wharf Attendant - 342.867

E. Recreation Concerned With Natural Resources
   1. Information Center Personnel - 237 Series
   2. Concession Attendant - 342.858
   3. Lifeguard - 379.868
   4. Visitor or Tourist Guide - 353 Series
   5. Zoo Keeper and Attendant - 356.138

Today, more than ever, our attention is focused upon the curriculum and how relevant it is to the needs of our students. Actually, patterns of curriculum development over the past years no longer fit the needs of today's students. Society today and its future is of great concern to all of us and with the reforms and refocusing of education, so that what is taught in the classroom has a bearing on the students; future plans are the essence of career education.

The planning of one's career cannot be a hit and miss affair in the present world of work. Teachers must be aware of the many options that are open to the students and take the proper measures to make self awareness available for their students. If this is done, careers for students of today and in the future will emerge, the kind of careers that are needed for today's student.

These guides in career education are the result of much dedicated labor by our committee which has made them available. The guide itself will have no value unless concerned teachers use it as a tool for students to acquire fundamental skills, mechanical and academic, needed in their future planning.

If by using this guide, career education becomes more meaningful for a sizeable number of our students in the R-6 Schools, the grant from the Vocational Division of the Missouri State Department of Education and the work of our local committee will be immeasurable. But let us not forget that the classroom teacher is still the most important factor in the making of any curriculum relevant and we feel, in the R-6 Schools, that we have quality teachers for that task.

Ralph B. Tynes
Superintendent of Schools

PHILOSOPHY

A program of public supported education designed to meet the needs of a democratic society must provide for a series of learning activities for all individuals in harmony with maturity, needs, abilities, and aptitudes. (First paragraph Festus R-6 District Philosophy)

It follows that our young people need to have an understanding of the opportunities open to them. Beginning at an early age, they must learn what work means, the careers open to young people today, and the careers that may emerge in the future. They need to know the obligations and requirements of those careers that are of interest to them, and they must acquire the specific skills--not just mechanical skills but the fundamental academic skills too.

Education in the classroom has a clear, demonstrable bearing on the student's future plans.

OBJECTIVES FOR CAREER EDUCATION FOR STUDENTS OF THE R-6 SCHOOLS

1. Develop good attitudes toward learning and work and an awareness of the relationship between education and life roles.
2. Develop self-awareness and awareness for individuals' places and responsibility to our society.
3. Develop an appreciation for the constructive use of leisure time.
4. Develop an awareness of the world of work.
5. Develop decision making skills.
6. Develop economic awareness leading to economic understanding.
7. Develop technical awareness and beginning competence.
8. Develop employability skills leading to career placement.

THE FOUR DOMAINS OF A CAREER CONSCIOUS PERSON
(Life Career Development-A Model, UMC-SDE, Gysberg, Moore)

1. Self Knowledge and Interpersonal Skills

This includes the awareness of self and others, the strengths and weaknesses, the likes and dislikes, the desires, etc. To develop those skills so that the student can relate effectively to other people.

2. Knowledge of Work and Leisure Worlds

This includes an opportunity to develop an understanding of the limitations that society places on an individual--sociological, psychological, and economic; to learn about pay, hours, fringe benefits, the cost of leisure activities, to choose because of the amount and the kind of personal satisfaction desired from work and leisure activities, to see the relationship of career and leisure time.

3. Career Planning Knowledge and Skills

This includes the elements of the decision-making process: gathering information from all relevant sources, using the information collected and making informed and reasonable decisions, reasonably predicting the future and foreseeing alternatives to meet the requirements of a preferred life career.

4. Basic Studies and Occupational Preparation

This includes mastering the basic skills of the language arts, mathematics, science, social studies, fine arts, physical education, industrial arts and vocational education. These skills will be learned relevant to occupational preparation, settings and events of a total life career development. A background will be presented to learn the skills for seeking employment, for further education, for obtaining entry-level employment, and for achieving satisfaction in a preferred occupational area.

CAREER DEVELOPMENT CONCEPT

1. Understand and accept self as important throughout life.
2. People have dignity and worth.
3. Education and work are interrelated, both are honorable.
4. Occupations exist for a purpose.
5. Work means different things to different people.
6. There is a wide variety of careers.
7. Individuals differ in interest, abilities, attitudes, and values.
8. Supply and demand affect career planning.
9. Environment and one's potential affect career choice.
10. Occupation and life style are related.
11. Specialization creates greater dependence.
12. One's development requires continuous choice of careers.
13. Individuals can perform adequately in several occupations.
14. Individuals must be flexible in a changing society.
15. Individuals are responsible for career planning.

FESTUS R-6 CAREER EDUCATION

The aim of career education is to equip students with what they need to make informed occupational decisions by relating the World of Learning to the World of Work. Along the way they will have opportunities to investigate a variety of jobs and to explore their mental, physical and emotional capacities for handling them.

In the R-6 Schools, Kindergarten through Seventh is the "Career Awareness" phase. Children are introduced to the concept of work and jobs, the need for work and the variety of ways people earn a living. Lessons at first center on the roles played by different family members, then branch out to cover different kinds of occupations pupils see around the school. Policemen, firemen, and other workmen familiar to children are studied. The student's strengths and weaknesses are discovered. Information about all this will be presented as a part of the regular learning activities, not as separate lessons. All fifteen clusters (OE-72-39) are covered. In the activity of learning the alphabet drills would be a good opportunity for the teacher to point out how file clerks and others use letters to organize their work.

"Career Exploration" takes place in the eighth and ninth grades. Students narrow their fields of interest to three or four clusters, which they explore in depth. By the time they finish junior high school, students should have a good idea of the types of jobs that interest them and be able to make a tentative choice of several that interest them the most.

In the senior high program, students begin to acquire actual job skills in these fields. Such skills as drafting are made available to everyone, even students that are going to college. The idea is to give all students

FESTUS R-6 CAREER EDUCATION (continued)

an opportunity to pursue training and study that could lead directly to a job after high school or to further training and study at a technical institute, business school, two or four-year college and beyond.

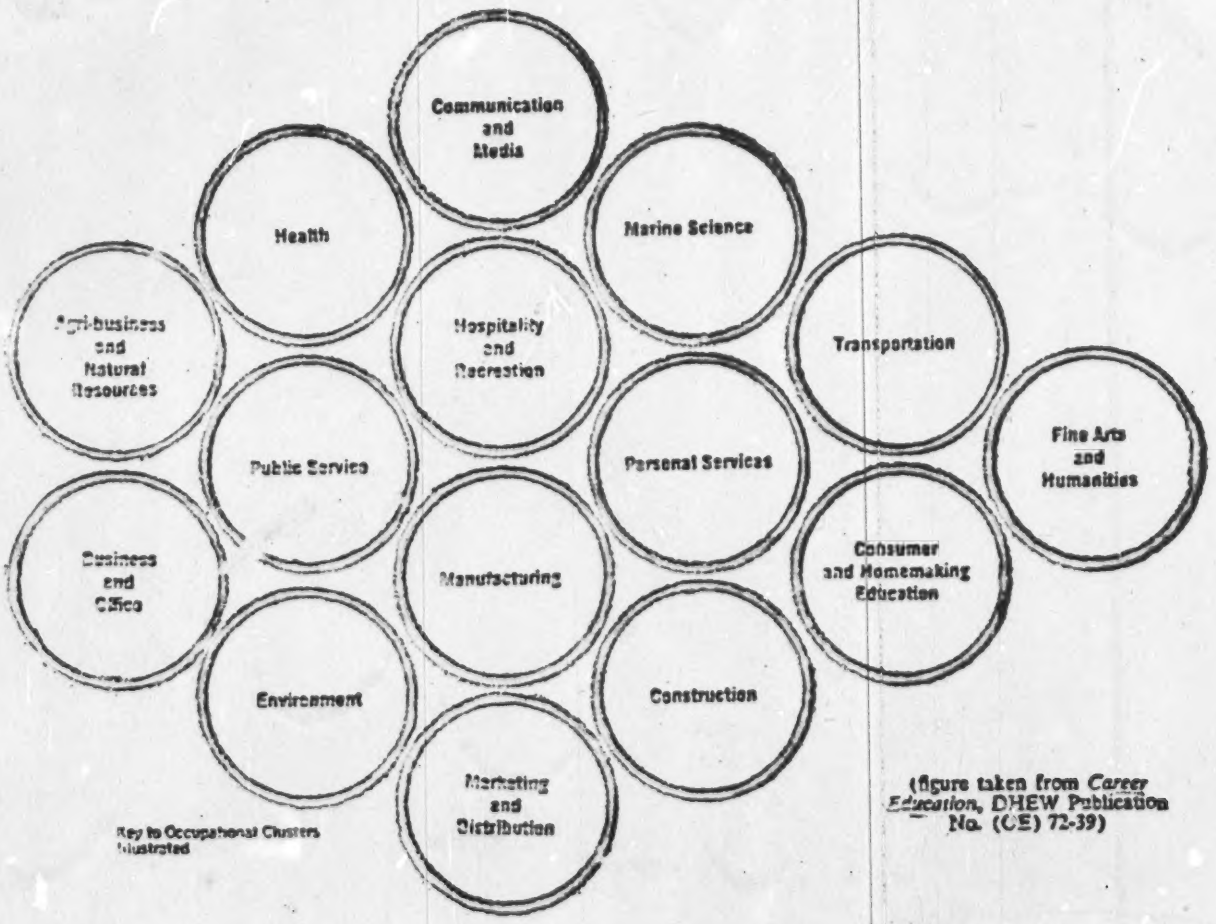
By exposing young people to information about work and jobs and careers starting in the earliest years of school, helping them to see the relevance of their education, the result could be a stronger motivation to learn and to stay in school long enough to acquire some basic skills needed to earn a living. The program is aimed at the academically talented students, too, who often finish high school with little idea of what it is to earn a living by doing the necessary work of our society. For them, Career Education will supply information and experience that widens their horizons and increases their career choices.

OCCUPATIONAL CLUSTERS

For ease in informing students about the wide range of occupations they have been categorized into fifteen broad clusters. The listing below shows the sequence of assigned clusters by grade level. The teacher is free to touch on other clusters as well.

ELEMENTARY		Assigned Cluster
Level: Awareness Grades:	FIRST	1 Public service 2 Health occupations
	SECOND	3 Agri-business occupations 4 Consumer homemaking, and related occupations
	THIRD	5 Personal services 6 Transportation
	FOURTH	7 Marketing and distribution 8 Construction
	FIFTH	9 Communications and media 10 Hospitality-Recreation
	SIXTH	11 Environmental control 12 Manufacturing
	SEVENTH*	13 Business office 14 Fine arts and humanities 15 Marine science
JUNIOR HIGH		
Level: Exploration Grades:	EIGHTH & NINTH	Individual review and exploration
SENIOR HIGH		
Level: Job Preparation Grades:	TENTH, ELEVENTH & TWELFTH	Specific training

*By the end of the seventh year all students will have had minimal exposure to all clusters.



Key to Occupational Clusters Illustrated

(figure taken from *Career Education*, DHEW Publication No. (OE) 72-39)

These guides have been written in order not to shortchange any of our students in career education (as this will be the first year of the program). The committee hopes that as the full implementation of career education develops, the emphasis on the different levels will more nearly coincide with the Missouri Model.

Basic Education- teachers may select appropriate activities (as needed from the master guide) to fit the individual student's chronological and mental needs and abilities.

TO THE INTERMEDIATE SCHOOL TEACHER

The intended use of this booklet is that of a guide to the teacher. It is to help the teacher make Career Education an integral part of the course of study in his own classroom. It is not expected that the teacher will accept this as an assignment, but that he will use it as suggested ways to integrate Career Education into his curriculum.

i-1 DOMAIN: Career Planning and Preparation Skills

SUBJECT AREA: Fourth Grade
Language
Handwriting

OBJECTIVE: To help each student experience the process of applying interviewing, and training for an occupation.

ACTIVITIES	RESOURCES	EVALUATION
1. Have the student interview his parent (or parents) about his occupation. Give this as an oral report to the class.	Parents Sample interview sheet in Appendix	Oral report
2. Each student will complete an application form for a specific job in the classroom. (sample application in the supplementary section)	Job Application (Sample in Appendix)	Student will complete application.
3. Teacher will set up an employment agency in the room. The students will apply to the supervisor (teacher) for specific jobs monthly. The supervisor will fill the positions monthly on students qualifications.		Employment Agency
4. Write a business letter to a company asking for a list of jobs available.	Our Language Today 4 pp. 94, 97, 98, 99 Language for Daily Use Orange pp. 244, 246, 256 Handwriting	Business Letter
5. Bring in occupation ads from the newspaper pertaining to the occupations in our clusters and post on bulletin board.	Newspaper Ads	Bulletin Board
6. Pick an occupation from ads in Activity No. 5 and write a paper about training needed, advantages, and disadvantages.	Newspaper Ads	The finished paper.
7. Have a resource person from the employment agency to talk with the students on purposes of an employment agency.	Resource person	Students will discuss orally the concepts learned from the visitor.

DOMAIN: Career Planning and Preparation Skills

SUBJECT AREA: Fourth Grade
Language
Handwriting

OBJECTIVE: To help each student experience the process of applying, interviewing, and training for an occupation.

ACTIVITIES	RESOURCES	EVALUATION
8. Students will be familiar with terms related to the work world such as: labor, employed, unemployed, boss, clerk, shift, wages, assembly line, supervisor, labor union, income, labor union, apprentice, occupation, dues, trade school, diploma, laborer, salesman, salary, overtime, employer, foreman, license	Dictionary	Students will define words on a test.
9. Have an older student (maybe 5th grade) come in to tell how a part-time job has influenced his life-style.	Resource person	Students orally interview person.
10. Library Books: Katy Comes Next - Laura Bannon Evan's Corner - Elizabeth Hill About Family Helpers - Elaine Hoffman The Big World and the Little House - Ruth Krauss The Little Family - Lois Lenski (The previous listed books apply to all of the career planning and preparation skill objectives.)	Elementary School Library	Book Report

1-3 DOMAIN: Career Planning and Preparation Skills SUBJECT AREA: Fourth Grade

OBJECTIVE: To help the student develop a positive attitude toward working for a living.

ACTIVITIES	RESOURCES	EVALUATION
1. Discuss the work responsibility of each member of the child's family.	Student's family	Student will give the responsibility.
2. Student prepare a short report on the family work plan and what he contributes.	Student's family	Written report
3. Class discussion on how the family can enjoy working together.	Student's family	Student will give ideas.
4. Have child make lists of specific things he can do to make his home happier.	Student's family	Completed list.
5. Student will write a short paper on what he would like to do when he grows up.		Finished paper.
6. Collage on jobs around the home.		Completed collage.
7. Class discussion on the idea that work means different things to different people.		Student will give ideas.

DOMAIN: Career Planning and Preparation Skills **SUBJECT AREA:** Fourth Grade 1-4

OBJECTIVE: To help the student become aware of the variety of occupations available in our clusters.

ACTIVITIES	RESOURCES	EVALUATION
1. Game "What's My Line." Let students choose an occupation and have other students ask questions and guess the occupation.		Playing of the game.
2. From the occupations of our clusters, divide into groups and have each group pick five occupations and write a report on how these occupations helped our society progress.		The report on the occupations.
3. List and discuss things that might be a hobby for some and work for others such as raising animals, others raise and sell animals.		List of things.

i-5 DOMAIN: Knowledge of Self and Others
Basic Skills

OBJECTIVE: To develop an awareness of self, by knowing his own characteristics and enabling him to use these in making wise decisions.

SUBJECT AREA: Fourth Grade
Language Arts
Health
Spelling
Reading

ACTIVITIES	RESOURCES	EVALUATION
1. Have a class discussion such as: Do I get along with others? Do I accept responsibility? Am I helpful to my family? Am I helpful to others?	Language for Daily Use Orange p. 8, 11, 98, 156 Elementary School English 4 p. 10, 15 Our Language Today 4 p. 25	Class discussion on questions listed under activities.
2. Write a short autobiography about himself, listing his strengths and weaknesses.	Our Language Today 4 p. 36, 38 Language for Daily Use Orange p. 122, 124	The paper the student wrote on his strengths and weaknesses.
3. Make a self portrait.		Drawing of self-portrait.
4. Role-playing activity cards I-A No. 1, I-B No. 3, I-C No. 5, I-D No. 7, I-E No. 9.	Duso-Kit 2	Student will answer questions on the cards.
5. Develop a Quiet Corner where the student will have the freedom to participate in an activity of his choosing. Have student keep log of time spent on materials used.	games, drawing materials, reading log sheets	Completed log by student.
6. Unit 1 - Discuss and do activities.	Going on Ten (health) pp. 8-22	Student will complete test that accompanies text.
7. "Story Form" - Unit 22, p. 69 "Meetings" - Unit 29, p. 90 "Punctuation" - Unit 33, p. 102	Basic Goals in Spelling 4 Third edition	Student will spell given words.
8. Read and discuss the following stories: "This Is My Rock" p. 37 "Jerry and the Dragons" p. 49-62 "Food for Thought" p. 63-69 "My Friend, Leona" p. 70-75 "Benny's Flag" p. 84-91	Ventures (Scott, Foresman)	

DOMAIN: Knowledge of Self and Others
Basic Skills

SUBJECT AREA: Fourth Grade
Language Arts
Health
Spelling
Reading

OBJECTIVE: To develop an awareness of self, by knowing his own characteristics and enabling him to use these in making wise decisions.

ACTIVITIES	RESOURCES	EVALUATION
8. (cont.) Read and discuss the following stories: "The General and the Dog" p. 107-110 "Which Washington?" p. 111 "James Ray's Narrow Escape" p. 135-141 "Gallons of Guppies" p. 197-211 "Pony Penning Day" p. 228-242 "Benjamin West" p. 248-256 "Benjamin's Clock" p. 257-264 "Lincoln: A Big Man" p. 265-272 "Abrham Lincoln" p. 273-274 "A Strange New Trail" p. 285-292 "They Called Him the Iron Horse" p. 293-301 "The Cabin Faced West" p. 396-491	Ventures (Scott, Foresman)	The student will answer questions on the story and relate them to the self objectives.
"Shoeshine Boy" p. 9-17 "The Story of Mulberry Bend" p. 24-38 "Wang's Fourth" p. 39-45 "A Dish You Can Eat" p. 49-51 "Swimming Hole" p. 52-56 "Just Call Me Rob" p. 60-71 "Blaze and the Mountain Lion" p. 74-82 "One Good turn" p. 86-97 "Ski Dog" p. 115-122 "An Extra Indian" p. 128-136 "Finding Christmas" p. 148-155 "The Case of the Missing Homework" p. 171-179 "SOS Adventure" p. 184-195 "The Talking Mill" p. 198-208 "A Boy and His Dog" p. 216-225 "The Frog and the Ox" p. 226-227 "Abraham Lincoln" p. 228 "Boy with a Harpoon" p. 232-243 "The Making of Sourdough" p. 244-253 "First in Peace" p. 262-269 "Dolly Madison" p. 272-275 "Children in the White House" p. 276-284 "A Common Bond" p. 286-292 "A Night at Cousin's Alma" p. 293-308 "Dr. Dan" p. 324-329 "Shantyboat Boy" p. 330-339 "Keziah" p. 340 "A Lantern for Liberty" p. 354-369 "The Story of Annie Oakley" p. 390-404 "The Very Queer Ball Game" p. 407-416 "See A White Horse" p. 424-457	Open Hiways 4 (Scott, Foresman)	

i-7 **DOMAIN:** Knowledge of Self and Others
Basic Skills

SUBJECT AREA: Fourth Grade
Language Arts
Health
Spelling
Reading

OBJECTIVE: To develop an awareness of self, by knowing his own characteristics and enabling him to use these in making wise decisions.

ACTIVITIES	RESOURCES	EVALUATION
8. (cont.) Read and discuss the following stories: "Billy's Bicycle" p. 12-23 "The People Downstairs" p. 33-41 "Androclus and the Lion" p. 64-68 "The Lion and the Rat" p. 69 "Henry and the Night Crawlers" p. 124-141 "Damon and Pythias" p. 143-152	Kaleidescope (Houghton Mifflin)	The student will answer questions on the story and relate them to the self objectives.
"Too Many Brothers" p. 13-19 "Hammer Trouble" p. 20-27 "Whiskers Steals the Show" p. 28-35 "Billy's Bicycle" p. 44-51 "Star Pupil" p. 52-59 "The Bookworms" p. 68-75 "Breaking the News" p. 84-88 "Starting West" p. 89-93 "Hasty Pudding" p. 110-120 "New Boots for David" p. 121-126 "Susanna Jane's Secret" p. 127-135 "Wool Gathering" p. 136-142 "Steam Comes Upriver" p. 143-151 "Caroline and Her Kettle" p. 152-158 "Ted Takes to the Air" p. 175-181 "Anyone Can Do It" p. 182-189 "The Big Truck Ride" p. 226-234	The New Times and Places (Scott, Foresman)	
"Unwelcome Passengers" p. 6-13 "A Christmas to Remember" p. 14-21 "Adventure in the Swamps" p. 22-29 "Judy's Chickens" p. 30-37 "Maple-Sugar Time" p. 38-46 "Alarm in the Night" p. 56-62 "The School Train" p. 63-71 "A Camp in the Canyon" p. 72-80 "Billy and the Loons" p. 108-115 "George Grows Up" p. 154-162 "The Boy Hunter" p. 163-168 "The Spelling Bee" p. 169-175 "Fulton's folly" p. 176-183 "How a Song Named a Flag" p. 184-188 "A Boy and His Book" p. 189-194 "Nothing for Herself" p. 203-210 "Night is Turned into Day" p. 211-218	More Times and Places (Scott, Foresman)	The student will answer questions on the story and relate them to the self objectives.
(The previous listed stories apply to all of the knowledge of self objectives listed.)		

DOMAIN: Knowledge of Self and Others
Basic Skills

OBJECTIVE: To develop an awareness of self, by knowing his own characteristics and enabling him to use these in making wise decisions.

SUBJECT AREA: Fourth Grade
Language Arts
Health
Spelling
Reading

ACTIVITIES	RESOURCES	EVALUATION
9. Show and discuss the following filmstrips: The Simple Sentence Basic Principles of sentence structure As Others See You What is Behavior	L-19 L-20 1-F-8 I-43	Students will participate in class discussion and answer questions on objectives of filmstrips.
10. Library Books that pertain to the Knowledge of Self: Eight Cousins - Louisa M. Alcott The Bad Times of Irma Baumlein - Carol Ryrie Brink Look Through My Window - Jean Little Freeman - Lillie D. Chaffin Spring Begins in March - Jean Little Mommies are for Loving - Ruth Penn Benson Boy - Ivan Southall New Brother, New Sister - Jean Fiedler (The previous listed books apply to all of the knowledge of self objectives listed.)	Elementary School Library	Book Report

i-9 DOMAIN: Knowledge of Self and Others
Basic Skills

OBJECTIVE: To help the student develop an understanding of personality traits and how they affect his relationship with peers in the classroom, on the playground, and in the community.

SUBJECT AREA: Fourth Grade
Language
History
Health
Spelling
Reading

ACTIVITIES	RESOURCES	EVALUATION
1. Make a chart of personality traits.	poster board	Chart
2. Write a paragraph on "What I like about me" and What I don't like about me." Tell ways of changing what I don't like about me.	Language for Daily Use Orange p. 122, 124, 126, 128 Elementary School English 4 p. 39, 42, 53, 59 Our Language Today 4 p. 1, 2, 7, 8, 172, 178	The student will write a paragraph telling about his likes and dislikes about himself.
3. Research biographies of famous people and see how their personality traits may have influenced their lives. Have student select one, do research, and write a report.	Great Names in American History Language for Daily Use Orange pp. 171, 172, 174, 175, 177, 179, 180, 182 Elementary English 4 p. 280, 294, 295, 299, 304, 314, 318, 325, 328, 331 Our Language Today 4 pp. 219-230	The student will use library and research materials and write a report on a selected person.
4. Unit 3 - Discuss and do activities.	Going on Ten (health) pp. 62-80	Student will complete test that accompanies text.
5. "Story Form" - Unit 2, p. 69 "Meetings" - Unit 29, p. 90 "Punctuation" - Unit 33, p. 102	Basic Goals in Spelling Third edition	Student will spell given words.
6. Reading (refer to first self objective) Activity No. 8		See evaluation of Activity No. 8
7. Show and discuss the following filmstrips: Respect for Others Consideration for Others	0-51 0-53	Students will participate in class discussion and answer questions on objectives of filmstrips.

DOMAIN: Knowledge of Self and Others
Basic Skills

SUBJECT AREA: Fourth grade 1-10
Language
Reading

OBJECTIVE: To help the student become aware of different kinds of emotions and their own personal reactions to these emotions.

ACTIVITIES	RESOURCES	EVALUATION
1. Class discussion on the meaning of emotion and what causes the different types of emotion.	Language for Daily Use Orange p. 8, 11, 98, 156 Elementary School English 4 p. 10, 15 Our Language Today 4 p. 25	The student will participate in a class discussion on emotions and what causes them.
2. Write a theme that includes things that make them happy or sad, what they like to do and what they don't like to do, and etc.	Our Language Today 4 p. 36, 38 Language for Daily Use Orange p. 122, 124	The theme including things mentioned and other things.
3. Use clay to mold a head showing facial emotion.	Clay	Finished mold.
4. Incomplete sentences to fill in like: I am happy when . . . . . . I feel proud when . . . . . . I feel bad when . . . . . . I feel jealous when . . . . . . I feel angry when . . . . . . I feel clumsy when . . . . . . I feel mischievious when . . .	Ditto	Student will complete sentences.
5. Class discussion on different emotions and how people react to the different emotions.		Student will write a paper on emotions.
6. Role-playing Activity Cards II-A No. 11, II-B No. 13, II-C No. 15, II-D No. 17.	Duso-Kit No. 2	Student will successfully discuss questions on activity cards.
7. Reading (refer to first self objective Activity No. 8)		See evaluation of Activity No. 8.
8. Show and discuss the following filmstrips: Copy-Kitten Crybaby Calf Fussbunny	Q-28 Q-29 Q-30	Students will participate in class discussion and answer questions on objectives of filmstrips.

i-11 DOMAIN: Knowledge of Self and Others
Basic Skills

OBJECTIVE: To help the student become aware of likenesses and differences of the people.

SUBJECT AREA: Fourth Grade
Health
Geography
Reading

ACTIVITIES	RESOURCES	EVALUATION
1. Unit 5 - Discuss and do activities.	Going on Ten (health) pp. 106-134	Student will complete test that accompanies text.
2. Compare famous Missourians. List differences and likenesses.	Missouri-The Land Where Rivers Meet pp. 240-248	Student will list differences and likenesses.
3. A continuing comparison of likenesses and differences of people around the world in our text.	Our Big World	Students will list differences and likenesses on a test.
4. Learn, write, and illustrate poem "People" by Lois Lenski.	Refer to Appendix	Finished writing and picture.
5. Reading (refer to the first self objective Activity No. 8)		See evaluation of Activity No. 8.
6. Show and discuss the following filmstrip: Acceptance of Differences	0-52	Students will participate in class discussion and answer questions on objectives of filmstrip.

DOMAIN: Knowledge of Work and Leisure World and Basic Skills

SUBJECT AREA: Fourth Grade Geography, Language Science, Mathematics Spelling

OBJECTIVE: Student will be able to list different occupations in marketing and distribution. He will be able to discuss the advantages, disadvantages, working conditions, and possible earnings.

ACTIVITIES	RESOURCES	EVALUATION
A. From Farm to Supermarket		
1. Continuing comparison of marketing procedures around the world.	Our Big World	Student will be able to discuss the different types of markets and businesses around the world.
2. Discuss responsibilities of owner or manager of the shops of farms in the text. (Language - Discussion)	Our Big World In All Our States pp. 102-107 Missouri-The Land Where the Rivers Meet pp. 214-215	Student will give responsibilities on a test.
3. Make a collage of items involved in farming like machinery, crops, cattle, etc.	In All Our States pp. 104-107 have pictures of examples Magazines	Finished collage.
4. Make a diorama of a farm scene.	Shoe box or box and other necessary materials.	Finished diorama.
5. "Products" - Unit p. 24.	Basic Goals in Spelling Third edition	Student will spell given words.
6. Discuss process when cattle or crops are ready for market.	In All Our States Student pp. 110-112 Teacher pp. 149-150 Missouri-The Land Where Rivers Meet pp. 234-236	Students will list occupations involved.
7. Have students divide into committees and each committee be responsible for a topic on corn, soy beans, wheat, or other crops to find how the crop is grown, harvested, and marketed. (language - reports)	Concepts in Science Orange Unit 3 - pp. 60-97 Unit 7 - pp. 218-253 In All Our States pp. 104-107	Student will answer test questions that go with the science text. Committees will give oral reports.

i-13 DOMAIN: Knowledge of Work and Leisure World and Basic Skills

SUBJECT AREA: Fourth Grade Geography, Language Science, Mathematics Spelling

OBJECTIVE: Student will be able to list different occupations in marketing and distribution. He will be able to discuss the advantages, disadvantages, working conditions, and possible earnings.

ACTIVITIES	RESOURCES	EVALUATION
8. Arrange a display of products involving products from a farm.	Products used	Completed display.
9. Committee or individuals make maps of North Central States or Missouri showing where products are raised or grown.	In All Our States pp. 100-101 Missouri-The Land Where Rivers Meet p. 217	Finished maps.
10. Have students listen for market reports on news and bring them out of the newspaper to keep notebook or make a bulletin board.	Radio, TV, newspapers	Notebook or Bulletin board.
11. Have students pick one or two things on the market and follow it for a week or two.	Radio, TV, newspapers	Paper showing results of students survey.
12. Have committees or class do mural of the beginning to the end of a crop or raising of animals. Example is "From Wheat to Bread."		Finished mural.
13. Compare pioneer preparation of meat to eat to the modern preparation.	In All Our States pp. 110-112 Missouri-The Land Where Rivers Meet pp. 112-116	Students will answer questions on a test or write a paragraph on comparing the two.
14. Compare the way pioneers raised their food to the modern way of raising crops.	In All Our States pp. 104-107 Missouri-The Land Where Rivers Meet pp. 74-78	Students will answer questions on a test or write a paragraph on comparing the two.
15. Set up a bank in the classroom.	Local banks	Student will know the workings of a bank.

DOMAIN: Knowledge of Work and Leisure World and Basic Skills

SUBJECT AREA: Fourth Grade Geography, Language Science, Mathematics Spelling

OBJECTIVE: Student will be able to list different occupations in marketing and distribution. He will be able to discuss the advantages, disadvantages, working conditions, and possible earnings.

ACTIVITIES	RESOURCES	EVALUATION
16. Show the filmstrip and listen to record: You and Your Community Bank	Library	Student will be able to tell about writing a check, etc.
17. Read and discuss the following: "How Much Milk" pp. 24-25 "How is Each Dollar Used" pp. 36-37	Table and Graph Skills Book B	Pages completed by student.
18. Read and discuss the following: "The United States" p. 22 "The Fifty United States" p. 23 "Rainfall and Land Use" p. 29	Map Skills for Today Book C	Pages completed by student.
19. WOW (World of Work) trip to a farm to see how all the operations fit together.		Student will list jobs and workings of farm.
20. Read, discuss, and work the following: "What are Some Units for Liquid Measure" pp. 28-29 "Can You Write Measurements in Different Ways" pp. 30-31 "Is 'adding' Money Like Adding Whole Numbers?" pp. 76-77 "Can You Add and Subtract Amounts of Money?" pp. 92-93 More practice - Set 17 p. A-10	Investigating School Mathematics 4	Assigned work completed by student.
21. Show and discuss the following filmstrips: The Dairy and Forest Region Weathering and Erosion Chicago, at the Crossroads of the Nation The Geographis Background (North Central) Agriculture in North Central States Chicago-The Metropolis of the Midwest Cows, Milk from the Cow to You Visiting the Farm Conserving Our Soil and Water From Agriculture to Industry How Does Water Get into the Air Visit to a Ranch	C-18 W-53 U-10 V-55 V-57 V-59 O-36 A-9 2-E-9 W-11 B-36 3-E-1	Students will participate in class discussion and answer questions on objectives of films.

i-15 DOMAIN: Knowledge of Work and Leisure World and Basic Skills

SUBJECT AREA: Fourth Grade Geography, Language Science, Mathematics Spelling

OBJECTIVE: Student will be able to list different occupations in marketing and distribution. He will be able to discuss the advantages, disadvantages, working conditions, and possible earnings.

ACTIVITIES	RESOURCES	EVALUATION
21. (cont.) Show and discuss the following filmstrips: Missouri: Agriculture in Missouri The Wheat Belt The Corn Belt Weight and Volume Weighing Things Can You Make Change? Making Change	 M-12 P-17 P-16 I-17 F-47 H-46 H-34	
22. A resource person to visit the classroom and discuss the supermarket set-up.	Supermarket resource person	Students will list jobs learned from discussion.
23. Discuss the occupations related to the farm, on up to the market, to the store, like food processing, trucking, meat packers, etc.		The student will list jobs learned and tell the advantages, disadvantages, and etc.
24. Read and discuss the following stories: "The Day We Made the Electro-Thinker" p. 38-48 "The Wilderness is Tamed" p. 92 "A Pioneer Story" p. 143-153 "Until We Built a Cabin" p. 172 "Charlotte" p. 368-379	Ventures (Scott, Foresman)	The student will answer questions on the story and relate them to the jobs in the cluster.
"A Dish You Can Eat" p. 49-51 "Just Call Me Rob" p. 60-71 "Blaze and the Mountain Lion" p. 74-82 "The Talking Mill" p. 244-253 "The Making of Sourdough" p. 244-253 "How Suspenders Came to Texas" p. 372-376	Open Highways 4 (Scott, Foresman)	
"Wheels" p. 29-32 "Charlotte's Web" p. 378-393	Kaleidoscope (Houghton Mifflin)	
"Wool Gathering" p. 136-142 "Caroline and Her Kettle" p. 152-158 "A Handy Thing to Have Around" p. 199-209 "A New Job for a Tractor" p. 217-225 "The Big Truck Ride" p. 226-234	The New Times and Places (Scott, Foresman)	

DOMAIN: Knowledge of Work and Leisure World and Basic Skills

SUBJECT AREA: Fourth Grade Geography, Language Science, Mathematics Spelling

OBJECTIVE: Student will be able to list different occupations in marketing and distribution. He will be able to discuss the advantages, disadvantages, working conditions, and possible earnings.

ACTIVITIES	RESOURCES	EVALUATION
25. Library Books: The Farm - Solveig Russell Good Morning, Farm - Betty Wright More Potatoes - Millicent E. Selsam I Want to Be a Farmer - Carla Greene Cowboys and Cattle Country - American Heritage Working Wheels--What Work Do These Wheels Do? - Helen Weber	Elementary Library	Book Report
26. A WOW trip to a bank.	Local Bank	Students will list jobs learned.

i-17 DOMAIN: Knowledge of Work and Leisure World and Basic Skills

SUBJECT AREA: Fourth Grade Geography, Language Science, Mathematics Spelling

OBJECTIVE: Student will be able to list different occupations in marketing and distribution. He will be able to discuss the advantages, disadvantages, working conditions, and possible earnings.

ACTIVITIES	RESOURCES	EVALUATION
B. Mine to Finished Product		
1. Discuss resources, above and under ground, found in the North Central region.	In All Our States pp. 108-109	Students will list resources.
2. Discuss how these resources are mined and how they are transported to the mills.	In All Our States pp. 113-115	Student will be able to give the mining processes and tell about transportation.
3. Compare truck, train, airplane, and ship transportation.	Books and encyclopedias	Student will be able to pick two means of transportation and write a paper to compare them.
4. Draw a map of North Central States and put rail and freighter routes on it to show transportation routes.	In All Our States p. 100-101	Finished map.
5. Read and discuss "Making Steel."	In All Our States Teacher's p. 152-153 Student's p. 116-117	Student will give process orally.
6. Discuss the different people engaged in producing, transporting, manufacturing, and distributing before the steel products were put into use.	In All Our States p. 113-117	Student will list the different occupations involved in the activity mentioned.
7. Charade game--put different jobs in a box and a student will draw one and demonstrate.		Students will guess job being done.
8. Read and discuss section "Steel goes to Market."	In All Our States Teacher's p. 153 Student's p. 118-119	Student will give procedure of steel to an assembled car.

DOMAIN: Knowledge of Work and Leisure World and Basic Skills

SUBJECT AREA: Fourth Grade Geography, Language Science, Mathematics Spelling

OBJECTIVE: Student will be able to list different occupations in marketing and distribution. He will be able to discuss the advantages, disadvantages, working conditions, and possible earnings.

ACTIVITIES	RESOURCES	EVALUATION
9. Show movie: "A Car is Born."	Ford Company	Student will list jobs he saw performed.
10. Make a roller "movie" from the mining of iron ore to the finished car.	In All Our States p. 108-109, 113-119	Finished roller "movie".
11. List other resources involved in the making of a car like rubber, chrome, etc., in picture form.		Student will make a picture collection of resources.
12. Construct a mural showing the jobs related to automobile industry, from highway construction to the tapping of rubber trees.		Finished mural.
13. Give list of words like freighter, iron ore, steel, iron, and steel mill and put these in the right order from raw materials to finished product.		Completed activity.
14. Compare mining and production in olden times to modern times.	In All Our States p. 120-127 Missouri--The Land Where Rivers Meet p. 74-78	Discuss orally the differences and likenesses.
15. Write original stories of a trip from the mines to the steel plant like "From Duluth to Detroit on an Ore Boat" or "Tires for Your Car," etc.		Finished paper.
16. List jobs learned from the mining of raw materials to the finished products.		Jobs listed on paper by students.
17. Read and discuss the following: "How Many Bicycle Clubs?" pp. 10-11 "How Many Bicycles Need Repair?" pp. 12-13 "How Did the Railroad Grow?" pp. 16-17 "How High Did They Fly?" pp. 26-27	Table and Graph Skills Book B	Pages completed by students.

1-19 DOMAIN: Knowledge of Work and Leisure World and Basic Skills

SUBJECT AREA: Fourth Grade Geography, Language Science, Mathematics Spelling

OBJECTIVE: Student will be able to list different occupations in marketing and distribution. He will be able to discuss the advantages, disadvantages, working conditions, and possible earnings.

ACTIVITIES	RESOURCES	EVALUATION
18. Make a bulletin board of manufactured products.		Finished bulletin board.
19. WOW trip to Bonne Terre Mines.		Students will list things learned or write a paper telling about the trip.
20. A resource person to visit the classroom from St. Joe Lead and/or PPG.		Students will list the jobs they learned about.
21. "Measures" - Unit 21, p.66.	Basic Goals in Spelling Third edition	Student will spell given words.
22. Read and discuss "Steel Cities of the North Central States," p. 26.	Map Skills for Today C	Pages completed by student.
23. Read and discuss "Using the Land."	Missouri-The Land Where Rivers Meet p. 214-218	Students will discuss the use of the land.
24. Discuss and work: "How do we use numbers in measurement?" p. 4-5 "How can a ruler help you find length?" p. 6-7 "Can you estimate length?" p. 8-9 "Why do we need fractional numbers in measurement?" p. 10-11 "Let's use fractional numbers in measurement." p. 12-13 More Practice - Set 1 - p. A-1	Investigating School Mathematics 4	Assigned work completed by student.
25. Show and discuss the following filmstrips: Detroit, Midwest Center of Industry The Great Lakes Area Other Industries and Products Tools and Simple Machines	U-12 V-56 V-58 A-7	

DOMAIN: Knowledge of Work and Leisure World and Basic Skills

SUBJECT AREA: Fourth Grade Geography, Language Science, Mathematics Spelling

OBJECTIVE: Student will be able to list different occupations in marketing and distribution. He will be able to discuss the advantages, disadvantages, working conditions, and possible earnings.

ACTIVITIES	RESOURCES	EVALUATION
25. (cont.) Show and discuss the following filmstrips: Machines Help Us Travel Round and Round Go the Wheels America, Frontier Life in Early Mississippi, The Mighty St. Lawrence Seaway Great Lakes Missouri: Underground Resources Manufacturing in Missouri Resources and Manufacturing Industries	E-17 2-A-1 3-D-9 1-G-3 J-21 3-E-6 M-15 M-17 P-20	Students will participate in class discussion and answer questions on objectives of filmstrips.
26. Read and discuss Unit 5, Chapter 25, Henry Ford.	Great Names in American History pp. 223-230	Student will answer chapter questions on p. 230.
27. Read and discuss the following stories: "The Day We Made the Electro-Thinker" p. 38-48 "Just Call Me Rob" p. 60-69 "Mechanical Pitchers" p. 71 "The Great Almost" p. 98-102 "The Wright Brothers" p. 103-108 "Air Force Museum" p. 140-145 "Wright Brothers Honored" p. 146-147	Ventures (Scott, Foresman) Open Highways 4 (Scott, Foresman)	The student will answer questions on the story and relate them to the jobs in the cluster.
"Wheels" p. 29-32 "Steam Comes Upriver" p. 143-151 "Machines are Fun" p. 167-174 "A Handy Thing to Have Around" p. 199-209 "The Big Truck Ride" p. 226-234	Kaleidoscope (Houghton Mifflin) The New Times and Places (Scott, Foresman)	
"Fulton's Folly" p. 176-183	More Times and Places (Scott, Foresman)	

DOMAIN: Knowledge of Work and Leisure World and Basic Skills

SUBJECT AREA: Fourth Grade Geography, Language Science, Mathematics Spelling

OBJECTIVE: Student will be able to list different occupations in marketing and distribution. He will be able to discuss the advantages, disadvantages, working conditions, and possible earnings.

ACTIVITIES	RESOURCES	EVALUATION
28. Library books: Let's Go to the Steel Mill - Erma Green Ships Cargo - June Behrens I Want to Be Ship Captain - Carla Green About Cargo Ships - Melvin John Uhl Henry Ford - Maker of the Model T - Gilbert What Happens in a Car Factory - Arthur Shay Working Wheels--What Work Do These Wheels Do - Helen Webber	Elementary School Library	Book Depo

DOMAIN: Knowledge of Work and Leisure World and Basic Skills

SUBJECT AREA: Fourth Grade Science, Language Reading, Geography

OBJECTIVE: Student will be able to list different occupations in construction. He will be able to discuss the advantages, disadvantages, working conditions, and possible earnings.

ACTIVITIES	RESOURCES	EVALUATION
1. Continuing comparison of different types of homes from around the world.	Our Big World	Student will be able to discuss the different types of homes studied.
2. Have student construct a home from another country like a grass hut.	Our Big World	Finished home.
3. Compare pioneer home to home of today by writing a paragraph.	Missouri-The Land Where Rivers Meet p. 43-48, 52-56	Finished paragraph by student.
4. Build a log cabin (with Lincoln Logs, popsicle sticks, etc.)		Finished cabin.
5. Make a blueprint of their "Dream House" or "My House."		Finished blueprint.
6. Make a poster of the way the front of their house would look and the landscaping of the yard.		Finished poster.
7. Make a display of carpenter's tools.		Finished display.
8. Make a diorama of own home and yard.		Finished diorama.
9. Make a mural from cave to modern houses.	Missouri-The Land Where Rivers Meet	Finished mural.
10. Make a wood or bark display.		Finished display.
11. A WOW trip to the lumber yard.	Lumber yard	Student will tell about materials he learned about.

1-23 DOMAIN: Knowledge of Work and Leisure World and Basic Skills

SUBJECT AREA: Fourth Grade Science. Language Reading. Geography

OBJECTIVE: Student will be able to list different occupations in construction. He will be able to discuss the advantages, disadvantages, working conditions, and possible earnings.

ACTIVITIES	RESOURCES	EVALUATION
12. Read and discuss Unit 5, "The Fall of a Tree."	Concepts in Science Orange p. 134-143	Student will complete test that accompanies the text.
13. Make a poster showing the interrelationship of the occupations in the construction cluster.		Completed poster.
14. Have resource people like a contractor, carpenter, electrician, pipefitter, etc. come to the classroom and talk to the students. (Find out if any parents in the classroom have these occupations.)	Resource people	Students will discuss the jobs and concepts learned from the resource people.
15. Research and write a report on the following jobs: a. Carpenter, b. Pipe fitter, c. Plumber, d. Bricklayer, e. Electrician, f. Carpetlayer Find out the working conditions, advantages, disadvantages, earnings, etc.	Encyclopedias	Written reports by the students giving the things asked for in the activity.
16. Learn the following vocabulary: shelter, pipecutter, contractor install, salvage, flanger carpenter, plank, insulate painter, plumber, scaffold chisel, bricklayer, crow bar	Dictionary	Student will give a definition on a test for each word.
17. Read and discuss the following men: Chapter 5- Benjamin Franklin p. 48-56 Chapter 23 - Thomas Edison p. 206-214 Chapter 24 - Alexander G. Bell p. 215-222	Great Names in American History	Student will complete chapter questions at the end of each chapter. Also discuss the importance of the men to electricity.

DOMAIN: Knowledge of Work and Leisure World and Basic Skills

SUBJECT AREA: Fourth Grade Science, Language Reading, Geography

OBJECTIVE: Student will be able to list different occupations in construction. He will be able to discuss the advantages, disadvantages, working conditions, and possible earnings.

ACTIVITIES	RESOURCES	EVALUATION
18. Library Books: I Want to Be a Carpenter - Carla Greene The Make-it Room by Mr. and Mrs. Bumba - Pearl Harwood New World of Construction Engineering - George Sullivan What Happens in a Skyscraper - Arthur Shay	Elementary School Library	Book Report
19. Show and discuss the following filmstrips: Electricity Current Electricity The Wonder of Electricity The Wonder of Electric Light How Electricity Helps Us How is Electricity Used in the Home What is Electricity Homes Around the World Story of the Early Man The Story of Alexander G. Bell The Story of Thomas Edison Alexander G. Bell Thomas Edison Samuel Morse Samuel F. Morse Benjamin Franklin, the Amazing Benjamin Franklin A Visit to a Lumbering Camp	D-3 F-2 E-20 E-21 E-49 J-36 O-55 2-C-7 3-E-4 3-F-4 3-D-8 C-13 C-11 C-9 N-21 3-E-8 N-18 3-E-10	Students will participate in class discussion and answer questions on objectives of films.
20. Read and discuss the following stories: "Until We Built a Cabin" p. 172 "The Forest" p. 178-180 "What Do We Plant?" p. 181 "SOS Adventure" p. 184-195 "Morse Code" p. 196-198 "Building a Skyscraper" p. 212 "Scrapers of the Sky" p. 208-233 "Samuel Morse's Magic Message" p. 302-304 "The Talking Wire" p. 305-311	Ventures (Scott, Foresman) Open Highways 4 (Scott, Foresman) Kaleidoscope (Houghton Mifflin)	The student will answer questions on the story and relate them to the jobs in the cluster.

1-25 DOMAIN: Knowledge of the Work and Leisure World and Basic Skills

SUBJECT AREA: Fifth Grade Language, Reading Writing, Spelling Mathematics

OBJECTIVE: Students will be able to list fifty occupations in the hospitality and recreation field. He will be able to discuss the advantages and disadvantages, working conditions, and possible earnings of each job.

ACTIVITIES	RESOURCES	EVALUATION
A. PUBLIC AND PRIVATE RECREATION		
1. Read and discuss "Nature's Guests" pp. 218-223.	In the Americas	Student will be able to answer test questions over covered material.
2. Write a report of a national park in the U. S. Students may also write the park for material to use and show.	Our Language Today 5 pp. 241-242, 251-252, 256	Written report.
3. Work these pages in graph booklets: "Growth of National Parks" p. 10-11 "A popular Sport" p. 32-33 "Facts About Some Zoos in U. S."p. 44 "Money Spent for Recreation in U.S." p. 43	Table and Graph Booklets C	Students will complete the assigned pages.
4. Read and discuss these stories: "Strange Doings on Pikes Peak" p. 247-252 "Garret Morgan, Man of Ideas"p. 131-138 "The Best Place for a Dinosaur Bone" p. 257-266 "The Intruders" p. 322-332 "The Trained Kangaroo" p. 115-123 "The Whale Hunt" p. 266-276 "Getting Animals for the Zoo" p. 161-170	Vistas Open Highways Open Highways Vistas Images Images Open Highways	Students will be able to answer test questions over story content.
5. Have a class discussion over different areas of recreation occupations. For example, amusement parks, national parks, state parks, zoo, bowling, skating, swimming, hunting, fishing, boating, etc. Bring out how these activities will differ when they are used as a leisure activity or hobby instead of work.		Students will be able to list fifteen job occupations in the field of recreation.
6. Students will conduct an interview with a job person in the recreation field and report their findings back to the class. (Teacher may use sample interview sheet in the appendix.)	Interview sheet	Students will give oral reports on job interviews.

DOMAIN: Knowledge of the Work and Leisure World and Basic Skills

SUBJECT AREA: Fifth Grade Language, Reading Writing, Spelling Mathematics

OBJECTIVE: Students will be able to list fifty occupations in the hospitality and recreation field. He will be able to discuss the advantages and disadvantages, working conditions, and possible earnings of each job.

ACTIVITIES	RESOURCES	EVALUATION
7. Take a World of Work trip to the KOA campground to find out what jobs are involved in operating a campground.		World of Work Trip.
8. The teacher will set up tables in the room so the students may bring souvenirs, pictures, or other related objects from tourist attractions they have visited. Make this a recreation interest center.		Recreation Interest Center.
9. View and discuss these filmstrips: Plants in the Park Families in the Zoo Attractions for Visitors to Southwestern States The Jefferson Memorial Mount Rushmore A Vacation Land (the Northwest) Tourist and Vacation Wonderland (middle Atlantic States) Attractions for Visitors (Southern States) Our National Parks	E-34 J-31 U-42 U-44 U-46 U-60 V-17 V-26 U-70, U-78	Class discussion to evaluate concepts learned in the filmstrips.
B. PROFESSIONAL SPORTS		
1. Teacher will contact local professional player either past or present to speak to the class on the advantages and disadvantages, working conditions, etc. of a professional player.	Local resource person	Student will write a paper over information learned about a professional player.
2. Students will construct a bulletin board of sports. They will bring in weekly articles over professional games.	Collected articles	Bulletin board.
3. The teacher will organize a World of Work trip to Busch Stadium to find out different jobs connected with a professional sport building.		Student will write a paper over information learned in the trip.

1-27 DOMAIN: Knowledge of the Work and Leisure World and Basic Skills

SUBJECT AREA: Fifth Grade Language, Reading Writing, Spelling Mathematics

OBJECTIVE: Students will be able to list fifty occupations in the hospitality and recreation field. He will be able to discuss the advantages and disadvantages, working conditions, and possible earnings of each job.

ACTIVITIES	RESOURCES	EVALUATION
4. Read and discuss "Fun for the Nation" pp. 108-109 and "Sports the Year Round" pp. 222-223.	In the Americas	Students will be able to answer test questions over material covered.
5. Students will write a report on a prominent person in the professional field either past or present and present it to the class.	Library books Encyclopedias Magazine articles	Written and oral reports.
6. Read and discuss these stories: "Viva Monterrey" pp. 24-29 "Letter to the Mets" pp. 30-34 "Gary Stands Guard" pp. 173-181 "How to be a Good Defensive Player"	Open Highways	Students will answer test questions over story content.
7. Students will learn to spell words on page 9.	Basic Goals in Spelling	Students will spell the words on a test.
8. Read and discuss the booklets and listen to tapes.	"Red Line, Blue Line" TA-95 to TA-99	Students will be able to answer oral questions over covered material.
9. Teacher will contact the Cardinal office in St. Louis and get information on a resource person who will come to speak and also the possibility of getting a film.	Resource person and film	Students will be able to write a paper over professional sports in Missouri.
10. Students will work the word find puzzle on Baseball Talk. (puzzle is in the appendix)		Completed puzzle.

DOMAIN: Knowledge of the Work and Leisure World and Basic Skills

SUBJECT AREA: Fifth Grade Language, Spelling Writing, Reading Mathematics

OBJECTIVE: Students will be able to list fifty occupations in the hospitality and recreation field. He will be able to discuss the advantages and disadvantages, working conditions, and possible earnings of each job.

ACTIVITIES	RESOURCES	EVALUATION
C. AIRLINE		
1. Have a class discussion on the different occupations in the airline industry related to hospitality such as flight attendants, reservationists, ticket collectors, etc. They will also discuss the advantages and disadvantages, working conditions, etc.		Students will write a paper discussing the different jobs in an airline dealing with hospitality.
2. Students will complete p. 13 "Lighted Airports in the U. S."	Table and Graph Booklets C	Completed pages.
3. Students will conduct a class discussion on the necessary qualities to become a flight attendant and how this type job would affect his leisure time.		Class discussion on qualities of a flight attendant.
4. Class will engage in role playing activities. Four or five students will be flight attendants and the rest will be passengers.		Role playing activities.
5. View and discuss filmstrips: The People We Meet When We Travel Working for an Airline	J-32 W-31	Class discussion over concepts learned in the filmstrips.
6. Teacher will write a major airline company and request a film on the qualities and responsibilities of different workers within the airline industry that are concerned with hospitality.	Film if available	Student will write a paragraph over the qualities and responsibilities of specific airline workers.

i-29 DOMAIN: Knowledge of Work and Leisure World and Basic Skills

SUBJECT AREA: Fifth grade Language, Spelling Writing, Reading Mathematics

OBJECTIVE: Students will be able to list fifty occupations in the hospitality and recreation field. He will be able to discuss the advantages and disadvantages, working conditions, and possible earnings of each job.

ACTIVITIES	RESOURCES	EVALUATION
D. TRAVEL AGENCIES		
1. Bring in local resource person to speak to the class on the responsibilities of a travel agent.	Local resource person	Students will be able to list the responsibilities of a travel agent.
2. Students will plan a tour from the U. S. to a country of their choice. They must include distance traveled, money needed, important tourist attractions, lodging, meals, type of transportation, etc.	Investigating School Math 5 pp. 118, 260, 164	Completed tour.
3. Students will write for brochures from different agencies concerning a specific tour to a country of their choice. They will compare the benefits and prices of each one to determine which is best.	Our Language Today 5 p. 41-46 Investigating School Math 5 pp. 118, 260, 164	Written comparison of a tour.
4. Students will plan a vacation of only one week to a specific place in the U. S. listing exact miles traveled each day, how long it will take, how much money will be needed, sights to see along the way, amount of gas needed, etc. They will bring in brochures or pictures to motivate other students to desire this trip.	paper brochures pictures Investigating School Math 5 pp. 153, 154	Completed vacation guide.

DOMAIN: Knowledge of the Work and Leisure World and Basic Skills

SUBJECT AREA: Fifth Grade Social Studies Spelling, Reading Language, Writing

1-30

OBJECTIVE: Each student will be able to list fifty occupations in the communication and media field. He will be able to disucss the advantages, disadvantages, working conditions and possible earnings of each job.

ACTIVITIES	RESOURCES	EVALUATION
RADIO AND TELEVISION BROADCASTING		
1. Student will learn to spell words from Unit 10, More Words for Good Spellers, p. 33.	Basic Goals in Spelling	Student will spell given words.
2. Read and disucss "Our Communication Network" p. 164-165.	In the Americas	Student will be able to answer test questions over covered material.
3. Student will write a paragraph on his favorit T.V. show and discuss the qualities that make this show appealing to him.	Our Language Today 5 p. 160	Written paragraph.
4. Take a World of Work trip to local radio station to learn of possible jobs available in the field of broadcasting.	Manager of local station	Student will be able to list jobs available in broadcasting.
5. View and discuss filmstrips: "How we communicate with each other" "How color television works" "Talking through the air" "The Wonder of the Wireless"	2-A-6 2-G-6 2-I-10 E-25	Class discussion to evaluate concepts learned in the filmstrips.
6. Students willmake a T.V. View Box. Students will be organized into groups and present each show.	Cardboard box Paper scrool	Students will present each T.V. show to classes.
7. Students will organize into groups and put on a radio program including such workers as announcer, writers, newsman, weatherman and sports announcer.	Script for program	Students will present sample radio programs.

1-31 DOMAIN: Knowledge of the Work and Leisure World and Basic Skills

SUBJECT AREA: Fifth Grade Social Studies Spelling, Reading Language, Writing

OBJECTIVE: Each student will be able to list fifty occupations in the communication and media field. He will be able to discuss the advantages, disadvantages, working conditions and possible earnings of each job.

ACTIVITIES	RESOURCES	EVALUATION
B. TELEGRAPH AND TELEPHONE SYSTEM		
1. Take a World of Work trip to the Southwestern Bell Office.	Manager of the telephone office	Student will list possible jobs connected with the telephone system.
2. Read and discuss booklet, pp. 26-27	Table and Graph Booklet-C	Student will complete the assigned pages.
3. Check out telephone kits from Southwestern Bell for students to see how the telephone is put together.	Telephone Kit	Student will take apart a telephone and put it back together.
4. Class discussion on the proper use of the telephone and do role playing activities showing conversations that may occur.		Role playing Activities.
5. Students will bring telephone to class. Discuss how they are organized and the different kinds of information that can be found in them.	Telephone Books	Student will list ten types of information found in the telephone book.
6. Class will view the movie "I Rather Like You Mr. Bell". Teacher will get the movie from Swank Motion Pictures. Class may also wish to view "ESS- A Touch of Tomorrow".	Movies	Class discussion to evaluate the concepts learned in the films.
7. The teacher will send a group of students to interview different job people of the telephone company and report back to the class.	Our Language Today 5 p. 253	Student will give oral reports to the class.

DOMAIN: Knowledge of the Work and Leisure World and Basic Skills

SUBJECT AREA: Fifth Grade
Social Studies
Spelling, Reading
Language, Writing

OBJECTIVE: Each student will be able to list fifty occupations in the communication and media field. He will be able to discuss the advantages, disadvantages, working conditions and possible earnings of each job.

ACTIVITIES	RESOURCES	EVALUATION
8. View and discuss these filmstrips: "The Wonder of the Telephone" "The Sounds We Hear" "The Wonder of the Telegraph" "Messages Travel and are Recorded" "Samuel F. Morse" "Alexander Bell"	E-22 E-40 E-24 F-18 C-9 and N-21 3-F-4 and C-13	Class discussion to evaluate the concepts learned in the filmstrips.
9. The students will discuss and study the Morse Code and send simple messages in class on the telegraph key.	Telegraph Key	Students will send simple telegraph messages.
10. Students will construct a telegraph key.	Encyclopedias	Telegraph key.
11. Read and discuss "The Talking Wires" p. 95 and "Sounds that Unite Us" p. 164	In the Americas	Students will be able to answer questions over story content.
C. JOURNALISM		
1. Invite a local newspaper editor to speak to the class on different types of jobs available on a newspaper.	Local editor of newspaper	Student will be able to list ten jobs in the field of the newspaper.
2. Visit a local newspaper office and let students see how a paper gets published	Local manager of newspaper	Students will have class discussion to review concepts learned form the tour.
3. Publish a classroom newspaper assigning specific jobs to students. Use math skills in measuring width of columns, height of letters, etc.	Our Language Today 5 pp. 97-117 Basic Goals in Spelling-Part D of each unit	Finished Newspaper
4. Read and discuss these sections: "Read All About It" p. 166 "The Importance of Journalism" p. 167	In the Americas	Students will be able to answer appropriate test

1-33 **DOMAIN:** Knowledge of the Work and Leisure World and Basic Skills

SUBJECT AREA: Fifth Grade Social Studies Spelling, Reading Language, Writing

OBJECTIVE: Each student will be able to list fifty occupations in the communication and media field. He will be able to discuss the advantages, disadvantages, working conditions and possible earnings of each job.

ACTIVITIES	RESOURCES	EVALUATION
5. Students will save their favorite cartoons for ten weeks then combine them to make a cartoon booklet.	Collected Cartoons Our Language Today 5 p. 97	Cartoon booklet.
6. Student will write a book review on a recently read book.	Our Language Today 5 p. 112	Book review.
7. View and Discuss filmstrips: "Hank Ketchem" "History of Printing" "You and Your Newspaper"	Q-68 1-G-1 3-D-2	Class discussion to evaluate concepts learned in the filmstrips.
8. Read and discuss "A Famous Cartoonist Speaks" p. 92-95.	Our Language Today 5	Student will be able to orally report on the life of Hand Ketchu
9. Read and disucss these stories: The News Photographer p. 284-290 The Swan of Storytelling p. 289-301	Open Highways Images	Student will be able to answer test questions over story content.
10. Students will complete the word puzzle find puzzle on newspaper terms (puzzle is in the Appendix).	Puzzle	Completed puzzle.
D. MOTION PICTURE AND RECORDING		
1. View and discuss filmstrip, "The Wonder of the Motion Picture".	E-27	Class discussion to evaluate concepts learned in the filmstrip.
2. Students will make an animated cartoon by using flip pictures.		Animated cartoon.
3. Read and discuss "The Theater" p. 230	In the Americas	Student will be able to answer test questions over assigned readi

DOMAIN: Knowledge of the Work and Leisure World and Basic Skills

SUBJECT AREA: Fifth Grade Social Studies Spelling, Reading Language, Writing

OBJECTIVE: Each student will be able to list fifty occupations in the communication and media field. He will be able to discuss the advantages, disadvantages, working conditions and possible earnings of each job.

ACTIVITIES	RESOURCES	EVALUATION
4. Student will choose plays to perform for other classes. They will include jobs as actors, costume designer, set designers, etc.	Materials necessary for costumes and scenery and chosen play	Student will perform plays for other classes.
5. Student will write a song to a piece of instrumental music.	Instrumental record of teachers choice	Finished song.
6. Student will write reports on their favorite composer. Use Language and Spelling skills and use of the library.	Our Language Today 5 pp. 241-244	Written reports.
7. Student will participate in a World of Work trip to one of the local theaters to see the different jobs necessary to run a theater, such as cashier, manager, usher, projectionist.	Contact local theater manager	World of Work trip.
8. Teacher will write for a film loop on the recording industry for viewing in class. Write to Columbia Record Corporation, Columbia Record Building, Vine Avenue, Hollywood, Calif.	Film loop	Students will list possible jobs in the recording industry.
9. Read and discuss "Music and Dancing" p. 226-227.	In the Americas	Class discussion to evalute concepts learned in reading material.
E. PHOTOGRAPHY		
1. Take a World of Work trip to a local photography studio.		World of Work trip.
2. Invite a local photographer in to explain his business, how he became a photographer, and its advantages and disadvantages.		Student will write a paper on the advantages and disadvantages to a photographer.

i-35 **DOMAIN:** Knowledge of the Work and Leisure World and Basic Skills

SUBJECT AREA: Fifth Grade
Social Studies
Spelling, Reading
Language, Writing

OBJECTIVE: Each student will be able to list fifty occupations in the communication and media field. He will be able to discuss the advantages, disadvantages, working conditions and possible earnings of each job.

ACTIVITIES	RESOURCES	EVALUATION
3. Read and discuss these stories: Battlefield Cameraman p. 304-308 The News Photographer p. 311-317	Open Highways Open Highways	Student will answer test questions over story content.
4. View and discuss these filmstrips: "Story of Lenses" "Eye and the Camera" "The Eye at Work" "The Science of Color Photography"	C-4 I-39 J-18 C-44 and I-F-4	Class discussion to evaluate concepts learned in the filmstrips.
5. Student will make a booklet of pictures taken by himself and tell the technique used and why or why not the picture turned out as it did. Student will use concepts learned in World of Work trip and from the resource person.	Students own photos	Student Photo Book.

DOMAIN: Career Planning and Preparation Skills

SUBJECT AREA: Fifth Grade
Language
Handwriting

OBJECTIVE: For each student to experience the process of applying, interviewing, and training for a job.

ACTIVITIES	RESOURCES	EVALUATION
1. Have each student write a business letter for a company asking for a list of jobs available.	Our Language Today 5 p. 41-46	Student will write a business letter.
2. Each student will write a paper telling why they are qualified for a specific job they desire.		Written paper.
3. Each student will interview one of their parents using the interview sheet in the appendix as a guide and report back to the class.	Parent	Written interview.
4. Each student will complete a job application form to apply for a specific job in the room. (job application sample is in the appendix)	Application form	Student will complete the application form.
5. The teacher will set up an employment agency within the room. The students will hand in their application on a monthly basis to the employment supervisor(teacher). The supervisor fills each position monthly on the basis of the students qualifications. Sample jobs the students may apply for may include lunchroom worker, head of line, returning equipment, keeping boards clean, handing out papers, taking slips to the office, etc.		Employment agency.
6. Have a class discussion over the mary jobs in our grade cluster. Bring out the training necessary for these jobs as to college, vocational, technical, etc.		Student will choose two jobs and write a paper on the training necessary for each job.
7. Bring in a resource person to speak to the class on the purpose of a local employment agency, how they fill positions, etc.	local employment agent	Student will discus orally the concepts learned in the talk.

i-37 DOMAIN: Career Planning and Preparation Skills

SUBJECT AREA: Fifth Grade
Language
Handwriting

OBJECTIVE: For each student to experience the process of applying, interviewing and training for a job.

ACTIVITIES	RESOURCES	EVALUATION
8. Each student will interview a person from the community who has a job from our cluster that interest him.		Written interview.
9. Class will play the "What's My Line" game. Each student will pick a job from our clusters and the class must ask questions about his job to find out what he does.		Students will play the game in class.
10. Class will discuss how his appearance may affect his possibility of getting a job.		Students will verbally discuss the advantages of proper attire when applying for a job.
11. Each student will interview a person from the community who is retired and report back to the class.		Written interview and oral report.
12. Each student will become familiar with the term and meaning of vocabulary words relating to occupations in general. Sample words are: labor union salary — wages apprentice — application benefits — interview assembly line — crew vocational school — shift salesman — license boss — dues overtime — foreman diploma — professional journeyman — skilled agency — semi-skilled		Each student will choose ten words and explain what they mean.
13. Each student will write a letter of request to three different companies asking for a job application and then compare the applications.	Our Language Today 5 p. 41-46	Each student will write a letter requesting job applications from 3 companies

DOMAIN: Career Planning and Preparation Skills **SUBJECT AREA:** Fifth Grade

OBJECTIVE: To help students become aware of the wide variety of jobs available in our clusters.

ACTIVITIES	RESOURCES	EVALUATION
1. Students will prepare a poster or bulletin board displaying career choices in our clusters.		poster or bulletin board.
2. Discuss situations which may be both a hobby and a job. For example: golf - progolfer, sports - professional player, taking pictures - professional photographer, writing-professional journalist.		Students will write a paper comparing a hobby and a job.
3. Each student will make an occupational poem book. They will copy poem from board weekly on different jobs relating to our clusters. (some sample poems are in the appendix)		Occupational poem book.
4. Students will participate in a "What I'd Like to Be" day. Each student will dress according to the job from our cluster he would like to do. During the day the student will explain to the class what his job is and tell as much as he can about it. The teacher may also wish to let the students go to other classes to explain their jobs.	Students will use their own resources to put together their costumes.	Student will dress in outfit showing their job choice and explain what they know about the job.

i-39 DOMAIN: Career Planning and Preparation Skills SUBJECT AREA: Fifth Grade Handwriting

OBJECTIVE: To help each student develop a positive attitude toward working for a living.

ACTIVITIES	RESOURCES	EVALUATION
1. Discuss how jobs at home and working within the family can help prepare one for his future in terms of discipline and cooperation.		Student will write a paper over concepts learned.
2. Discuss how working and doing a job well helps reinforce his mental picture of his own worth as a person		Student will write a short paragraph explaining how working can improve his self-image.
3. Each student will list specific jobs at home which he has the ability to do and the qualifications a person would have to have if he were to do this for a living.		Student will write and explain jobs in the home.
4. Discuss how each student's work at home can help the family in terms of leisure time available and cooperation with the family as a unit.		Student will orally explain how he benefits the family in terms of work at home.
5. View and discuss filmstrip "The Conservation of Human Resources."	W-87	Students will discuss concepts learned in the filmstrips.

APPENDIX

Included in this appendix you will find:

Sample Job Interview

Sample Job Application

A Group of Poems

Suggested Reading Materials

Word Find Puzzles

SAMPLE INTERVIEW SHEET

These are only suggested points that may be covered in a job interview.

1. Describe your job. (Name of occupation, what is your title?, Exactly what do you do?)
2. Describe your benefits. (What are your hours?, What is the beginning salary?, How many days off during the first year do you have?)
3. Relate a typical work day.
4. Describe what you like best and least about your job.
5. Describe your working conditions. (healthful, pleasant, harassing, tense)
6. Describe the necessary skills one should have for this job.
7. Describe the opportunities one would have for advancement.

Suggested Student Evaluation of the Job

1. Describe the interests, hobbies, and abilities that a student could relate to this job.
2. Relate how the extra time might be used. (Recreation, overtime work, traveling)
3. Tell how you think this occupation might change because of future technology.
4. Describe what satisfactions or rewards are derived other than financial.
5. Describe how what you are doing now in school relates to this type of work.

SAMPLE JOB APPLICATION

Name: _____
Last name First name Middle name

Present Address: _____
Street

_____ _____
City State Zip

Position desired: _____

Date of Birth: _____ Height: _____

Place of Birth: _____ Weight: _____

Condition of health the past two years: _____

_____

Organizations you belong to: _____

_____

Recreation which you enjoy: _____

_____

Work experience: _____

_____

References: (not relatives)

Name	Address	Age
1.		
2.		

BUILDING A SKYSCRAPER

They're building a skyscraper
Near our street.
Its height will be nearly
One thousand feet.

It covers completely
A city block.
They drilled its foundation
Through solid rock.

They made its framework
Of great steel beams
With riveted joints
And welded seams.

A swarm of workmen
Strain and strive
Like busy bees
In a honeyed hive

Building the skyscraper
Into the air
While crowds of people
Stand and stare.

Higher and higher
The tall towers rise
Like Jacob's ladder
Into the skies.

James S. Tippett

LEISURE

What is this life if, full of care,
We have not time to stand and stare.

No time to stand beneath the boughs
And stare as long as sheep or cows.

No time to see, when woods we pass,
Where squirrels hide their nuts in grass.

No time to see, in broad daylight,
Streams full of stars, like skies at night.

No time to turn at Beauty's glance,
And watch her feet, how they can dance.

No time to wait till her mouth can
Enrich that smile her eyes began.

A poor life this if, full of care.
We have no time to stand and stare.

THE GARDEN

Beside my Mother's hogan door
Between the sheep corral
And the waterhole
Is the small place
That my Father fenced
To make a home
For the squash
And the melons
And the chili
And the beans.

My Father says, in English,
"This is the garden."

FREIGHT BOATS

Boats that carry sugar
And tobacco from Havanna;
Boats that carry coconuts
And coffee from Brazil;
Boats that carry cotton
From the city of Savannah;
Boats that carry anything
From any place you will.

Boats like boxes loaded down
With tons of sand and gravel;
Boats with blocks of granite
For a building on the hill;
Boats that measure many thousand
Lonesome miles of travel
As they carry anything
From any place you will.

James S. Tippett

PEOPLE

Tall people, short people
Thin people fat,
Lady so dainty
Wearing a hat.
Straight people, dumpy people,
Baby in a buggy,
These make a town.

Lois Lenski

The following poems come from Recommended Poems for Missouri Elementary Grades by Forrest E. Wolverton

THE BUTCHER

The butcher's shop is open wide
And everyone can see inside;
He stands behind the rows of meat
And gazes out into the street.

He always wears a coat of blue,
He has a linen apron, too,
And with his knife he rather looks
Like ogres in the story books.

He smiles and nods and says,
"Good Day"
If nurse and I go by that way
When we are shopping in the town--
I've never seen him sitting down.

by Rose Fyleman

VEGETABLES

A carrot has a green fringed top;
A beet is royal red;
And lettuces are curious
All curled and run to head.

Some beans have strings to tie them on,
And, what is still more queer,
Ripe corn is nothing more or less
Than one enormous ear!

But when potatoes all have eyes,
Why is it they should be
Put in the ground and covered up--
Where it's too dark to see?

Rachel Lyman Field

THE COW

The friendly cow all red and white
  I love with all my heart;
She gives me cream with all her might
  To eat with apple-tart.
She wanders lowing here and there,

  And yet she cannot stray,
All in the pleasant open air,
  The pleasant light of day:
And blown by all the winds that pass

  And wet with all the showers,
She walks among the meadow grass
  And eats the meadow flowers.

Robert Louis Stevenson

DAYS ON THE FARM

One rainy day
I made a book
Of friends at whom
I like to look.
The first thing
When you pick it up
You see a picture
Of my pup.
The cow, the horse
The sheep are there.
I put some ducks in
Everywhere.
The turkeys, pigs,
And geese and hens
I pasted carefully
In pens.
And last of all
The best fun came
For then I printed
Each one's name.
My book is called
"Days On The Farm"
I'm glad to keep it
Safe from harm.
And when I am
At home again
I'll read it
Every now and then.

James S. Tippett

FOREIGN?

I thought that foreign children
Lived far across the sea
Until I got a letter
From a boy in Italy.

"Dear little foreign friend," it said
As plainly as could be.
Now I wonder which is "foreign,"
The other child or me.

Ethel Blair Jordan

PSALM OF THOSE WHO GO FORTH BEFORE DAYLIGHT

The policeman buys shoes slow and careful; the teamster buys gloves slow and careful; they take care of their feet and hands; they live on their feet and hands.

The milkman never argues; he works alone and no one speaks to him, the city is asleep when he is on the job; he puts a bottle on six hundred porches and calls it a day's work; he climbs two hundred wooden stairways; two horses are company for him; he never argues.

The rolling mill-men and the sheet-steel men are brothers; of cinders, they empty cinders out of their shoes after the day's work; they ask their wives to fix burnt holes in the knees of their trousers; their necks and ears are covered with a smut; they scour their necks and ears; they are brothers of cinders.

Carl Sandburg

poem taken from IMAGES published by Houghton-Mifflin Co.

THE TICKET AGENT

Like any merchant in a store
Who sells things by the pound or score,

He deals with scarce perfunctory glance
Small passkeys to the world's Romance.

He takes dull money, turns and hands
The roadways to far distant lands.

Bright shining rail and fenceless sea
Are partners to his wizardry.

He calls off names as if they were
Just names to cause no heart to stir.

For listening you'll hear him say
". . . and then Aden and Bombay . . ."

Or ". . .Frisco first and then to Nome,
Across the Rocky Mountain ---Home . . ."

And never catch of voice to tell
He knows the lure or feels the spell.

Like any salesman in a store,
He sells but ticket---nothing more.

And casual as any clerk
He deals in dreams, and calls it---work!

Edmund Leamy

Poem taken from POETRY BOOK 8 by Miriam Huber.

THE POET WHO COULDN'T WRITE POETRY

Mr. Tennyson Tinkleton Tupper von Burns
Was no poet, as everyone knew;
But the fact that he had his poetical turns
Was well understood by a few.

"I long, I aspire, and I suffer and sigh
When the fever is on," he confessed;
"Yet never a line have I writ, -- and for why?
My fancies can not be expressed!

"Ah what avail language, ink, paper, and quill,
When the soul of a gifted one yearns?
Could I write what I feel, all creation would thrill,"
Said Tennyson Tupper von Burns.

Mary Mapes Dodge

GENERAL STORE

Someday I'm going to have a store
With a tinkly bell hung over the door,
With real glass cases and counters wide
And drawers all spilly with things inside.
There'll be a little of everything:
Bolts of calico; balls of string;
Jars of peppermint; tins of tea;
Pots and kettles and crockery;
Seeds in packets; scissors bright;
Kegs of sugar, brown and white;
Sarsaparilla for picnic lunches,
Bananas and rubber boots in bunches.
I'll fix the window and dust each shelf,
And take the money in all myself.
It will be my store and I will say:
"What can I do for you today?"

Rachel Field

Poem taken from VERY YOUNG VERSES by Barbara Geismer.

WORK

Let me but do my work from day to day
In field or forest, at the desk or loom,
In roaring market-place or tranquil room;
Let me but find it in my heart to say,
When flagrant wished beckon me astray,
"This is my work; my blessing, not my doom;
Of all who live, I am the one by whom
This work can best be done in the right way."

Then shall I see it not too great, nor small,
To suit my spirit and to prove my powers;
Then shall I cheerful greet the laboring hours,
And cheerful turn, when the long shadows fall
At eventide, to play and love and rest,
Because for me I know my work is best.

Henry van Dyke

poem taken from A BOOK OF TREASURED POEMS
By William Bowlin

THE CIRCUS PARADE

O Goody, it's coming, the circus parade
And all the way up the street,
What crowds of people in gay-colored clothes,
With popcorn and peanuts to eat!

The children have red, blue, and yellow balloons,
As up by the curbing they stand,
And now, in the distance, we suddenly hear
The circus's big brass band!

Behind the crash-bang! of the music they play,
Come riders in red velvet gowns,
And after them doing the funniest things,
A silly procession of clowns.

Then lions and tigers that pace up and down,
In wagons all painted with gold,
And monkeys a-playing just all kinds of tricks,
As they grimace and chatter and scold.

O, next there come camels and elephants, too,
High on their backs men ride;
There are queer little ponies, no bigger than dogs,
With a clown on a donkey, besides!

And then there come chariots rumbling by
With horses all four in a row;
And the wheezing, old, piping calliope is
The very tail end of the show!

Olive Beaupre Miller

Poem taken from THE SOUND OF POETRY by Mary Austin.

ALEXANDER GRAHAM BELL DID NOT INVENT THE TELEPHONE

Alexander Graham Bell
Did not invent the telephone,
No good thing was ever yet
The work of any man alone.

My old Grandmother Sara Bates,
Halfway out from coast to sky,
On Bates' Island, had a fine
Hand in that electric pie.

Grandma Bates with a small child
On her lap with quick hot breath
Willed the telephone to be
As she sat and stood off death.

Another grandmother I had,
Her head all over gimlet curls,
Ran that road of whispers to
Three other merry little girls.

Your Grandmother Fisher with her man
Down with fever of the lung
Willed that wiry line of life
Through the woodlands to be hung.

Your other Grandma Mary Snow,
Miles from your tall father's sire,
Sent out her love so stout, so straight,
It turned into a singing wire.

Little lonely barefoot boys
Aching for their freckled kind,
Old farmers through long nights of snow
Unrolled that wire from their mind.

Alexander Graham Bell
Had lots of help at his strange labor,
Maybe an arm down through the clouds
Helped him make the whole world neighbor.

Robert P. Tristram Coffin

TELEGRAM

I never got a telegram before;
But I went to the big front door,
And here was a man
Who wanted to see
Master Jonathan Blake!
So I said, "That's Me."
And to make things clear,
He said, "Please sign here."
I never got a telegram before,
But I'd like to get at least a million more.

I never got a "wire" in my life;
So I sliced this one open with a knife.
Mother said most men
Prefer to use a cutter,
Since the knife I found
Was designed for butter.
But I never got a "wire" in my life!
So naturally I sliced it with a knife.

I never got a telegram before;
And when I went to the big front door,
It said: "Congratulations
On being six today
Everyone of us loves you
That's all we can say"
I never got a telegram before,
But I'd like to get at least a million more!

William Wise

Poem taken from ARBUTHNOT ANTHOLOGY OF CHILDREN"S LITERATURE
by May Hill Arbuthnot.

SUGGESTED READING MATERIALS

COMMUNICATION

News Travels - Cynthia Chapin

The First Book of News - Sam Epstein

The Freedom of the Press in America - David J. Goldman

Project: Scoop - William D. Hayes

Pioneers of the Press

What Happens at a Newspaper - Arthur Shay

Horance Greeley: the Peoples Editor - Doris Faber

About News and How it Travels - Willma Willis Simpson

The True Book of Communication - Opal Miner

First Book of Creative Writing - Julia C. Mahon

How to Make a Motion Picture - Ray Hoadley

What Makes a T.V. Work - Scott Corbett

What Happens at a Television Station - Arthur Shay

I Want to be a Telephone Operator - Carla Greene

Your Telephone and How it Works - Herman Schneider

What Happens When You Make a Telephone Call - Arthur Shay

HOSPITALITY AND RECREATION

I Want to be an Airline Hostess - Carla Greene

Pat the Playground Leader - Elizabeth Garber

Let Me Take You on a Trail - John Hawkinson

Linebacker Blitz - Bill J. Carol

Kick, Pass and Run - Leonard Kessler

Football - J Bob Otto

Learning How: Football - J Bob Otto

This is Pro Football - George Sullivan

Baseballs Youngest Big Leaguers - John Devaney

Baseball - Frank DiClemente

Abner Doubleday - Young Baseball Pioneer - Montrew Dunham

Baseball: Hall of Fame - Sam Epstein

The Game of Baseball - Sam Epstein

Stories of Champions - Sam Epstein

Baseballs Most Valuable Players - George Vecseer

Basketball for Young Champions - Robert Antonacci

Learning How: Basketball - Joe Hutton

Bradley of the Knicks - Robert Jackson

Wilt Chamberlain - Kenneth Rudeen

Great Teams of Pro Basketball - Loir Saben

I Want to be a Hockey Player - Eugene Baker

Heroes of Pro Hockey - Stan Fischler

Lightning On Ice - Philip Harkins

Here Comes Bobby Orr - Robert Jackson

NAME _____

BASEBALL TALK

D O U B L E W A P H T U O S A

E C N A T S S O N U R I M L P

I E U T R C T U R W I N D U P

G T R T E S R T K H D S N G L

A A E E T H I R D E T I U G E

B L M R T P K C E D H D O E M

N P O E I O E S P A C E M R A

I H H E H P R E H C T I P D L

S H C N E B M T L A E T S U S

O G N I N N I U L T R N Y S D

R M N N I A T P A C T C T T N

E E K O H C T A B H S U N E A

F V O N H T N I N E T R U R R

A I O T N I O P L R E V O L G

S D L E I F T U O C H E C K E

Find these words in the puzzle

BALL
BATTER
BENCH
CAPTAIN
CATCHER
CENTER
CURVE
DIRT
DOUBLE
GAME
GLOVE
GRAND SLAM
HITTER
HOME RUN
INNING
MITT
MOUND
NINTH
OUT
OUTFIELD
PITCHER
PLATE
ROSIN BAG
RUN
SAFE
SHORTSTOP
SLUGGER
SOUTHPAW
STEAL
STRETCH
STRIKE
THIRD
THROW
UMPIRE
WINDUP

NAME _____

JOBS IN THE COMMUNICATION AND MEDIA FIELD

F I L M V I E W E R E S O P M O C R

I L I N E M A N A M P O U D I O B E

L C I Y C S T T S I C I R Y L T N C

O A R G A G W R I T E R S U F A L I

P R S G H S N A M A R E M A C Q B L

D T R N V T I M E R S N V C D P D P

N O E H M P A C D Q I T R E G N I S

A O C T H F R T I S T A N D I N G M

M N N O X S R O T C E R I D M O P L

R I U K S O U N D E D I T O R R A I

I S O A D T B E G U N C A E D O T F

A T N C J E U I K H C D J F L T C H

P H N G A I J M C N F E A O K I H D

E C A R R A N G E R B O R N I D E F

R E C I T I R C O R E P O R T E R B

Find these words in the puzzle

REPORTER
COLUMNIST
DIRECTOR
CAMERAMAN
COSTUMER
LINEMAN
CARTOONIST
REPAIRMAN
DISPATCHER
SINGER
COMPOSER
LYRICIST
PRODUCER
ARRANGER
ANNOUNCER
GAG WRITER
EDITOR
CRITIC
SOUND EDITOR
FILM SPLICER
FILM VIEWER
STAND IN
TIMER

NAME _____

NEWSPAPER TERMS

C H E N I L Y B A C N D I P A E B S M
M E R D S A R Y O O F A T H E B C I A
R T A H Q N O U R P N T A T I O B N S
T E H E U B E A M O B E I C O E Y N T
L N I A I L O W F T H L E P U N L I H
T E D S B T A T S E S I O F S A I M E
D E A D K I N E R P I N C A C W N I A
R O B I N B L L B E A E A N O E O V D
E M A N T E N N E C O P Y Q O V A L E
I N N O T A U R L D O T E L I N E I F
T I N A M P E I T I S T E R M S T O B
E A E M I D E A D L I N E L E S T O N
E B R Y O R T I S H O O D E E H B U S
S U B H E A D F N O I T C I V L Z A T
I O N D P O S C O O C U D O U E N I L

Find these words in the puzzle

NEWSPAPER
BANNER
BEAT
BYLINE
COPY
DATELINE
DEADLINE
LEAD
LINE
MASTHEAD
SCOOP
SQUIB
SUBHEAD